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ABSTRACT

This report summarizes the 1991-92 State Performance Reports for the Chapter 1 Local Education Agency (LEA) program and the Chapter 1 State Agency Neglected or Delinquent Program. As the largest single investment in elementary and secondary education by the Federal government, Chapter 1 provides funding to about 90 percent of school districts nationwide, with over 5.9 million students in 1991-92. In 1991-92, 40 percent of these students were White (non-Hispanic), 27 percent were Black, and 28 percent were Hispanic American. A review of the achievement of students participating in the LEA program shows that, nationally, 22 percent of Chapter 1 schools were identified for program improvement in 1991-92 because the Chapter 1 students in those schools showed no change or a decline in achievement scores over the course of the year. The total allocation of Chapter 1 funds to state agency neglected or delinquent programs in 1991-92 was $36.1 million. A series of 51 tables presents information about expenditures and recipients of program services. Thirteen graphs illustrate trend, and five appendixes provide additional technical information and the evaluation requirements. (SLD)

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STATE CHAPTER 1 PARTICIPATION AND ACHIEVEMENT INFORMATION – 1991-92

Summary Report

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HIGHLIGHTS OF DATA SUBMITTED ON THE 1991-92 STATE PERFORMANCE REPORTS

This report summarizes the 1991-92 State Performance Reports for the Chapter 1 LEA program and the Chapter 1 State Agency Neglected or Delinquent program.[1,2]

BACKGROUND

Chapter 1 represents the single largest investment in elementary and secondary education by the Federal government. This Federal aid program was funded in 1991-92 at almost $6.2 billion. Since the passage of the authorizing legislation in 1965, almost $75 billion--89 percent of which was distributed under the Chapter 1 Basic Grants to Local Educational Agencies (LEAs) program--has been distributed to public school districts; about 90 percent of districts nationwide receive Chapter 1 funding.

What is now Chapter 1 evolved from landmark legislation, the Elementary and Secondary Education Act (ESEA) of 1965, which was the first major piece of legislation enacted as part of President Lyndon Johnson's War on Poverty. Title I of ESEA was the beginning of Federal aid to the nation's elementary and secondary schools. The intent of Title I was to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families so that the schools could expand and improve their educational programs.[3] The original ESEA Title I legislation was also the first major piece of social legislation to require an evaluation.

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[1]State performance reports were received from the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs.

[2]The Chapter 1 State Neglected or Delinquent program, administered through State corrections and youth agencies, serves youths in State-operated adult and juvenile correctional facilities and in facilities for neglected children. The State N or D program differs from the local N or D program, in which local and privately operated corrections and juvenile facilities receive services through LEAs.

[3]Funds are first distributed to counties based primarily on counts of low-income children. The State is then responsible for allocating the funds to local districts based also on counts of low-income children. At the district level, schools are selected for Chapter 1 services based on their relative poverty levels; however, within eligible schools, services are delivered on the basis of children's educational rather than economic needs.

Enacted in 1967 as part of Title I of ESEA was the Formula Grants to States for Neglected or Delinquent Children program (State N or D). The purpose of this program was to provide financial assistance for compensatory education to State agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children and juveniles in adult correctional institutions. The State N or D program has been included as part of all Title I legislation ever since.

In 1981, Title I was replaced by Chapter 1 of the Education Consolidation and Improvement Act (ECIA), which retained the basic intent of Title I but in a simpler, more flexible manner.

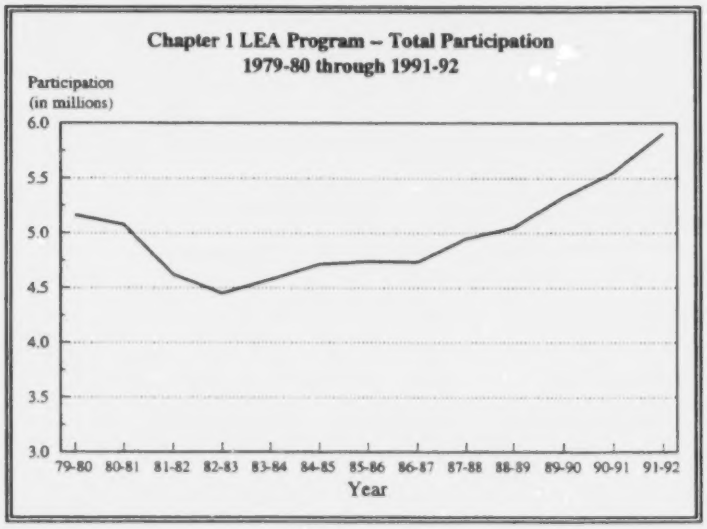
The Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) repealed Chapter 1 of ECIA and made a number of important changes to Title I of ESEA. The amendments mandated accountability for student outcomes, created or strengthened mechanisms for involving local practitioners in State-level decisions and involving parents in the educational program, and required stronger coordination between Chapter 1 and other instruction within the schools.

1. CHAPTER 1 PARTICIPATION, SERVICES, AND STAFFING PATTERNS

CHAPTER 1 PARTICIPATION

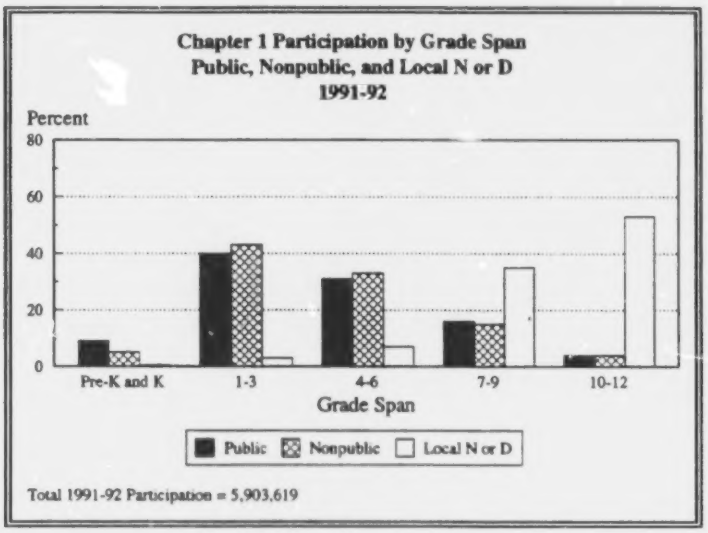
Overall Participation Patterns

- After earlier declines in the number of students participating in Chapter 1 (1980-1983), States reported that participation increased to a level of over 5.9 million students in 1991-92 (5,594,718 public, 163,329 nonpublic, and 145,572 local N or D). This total exceeded the previous high of over 5.5 million participants reported in 1990-91. (Table 1.1)

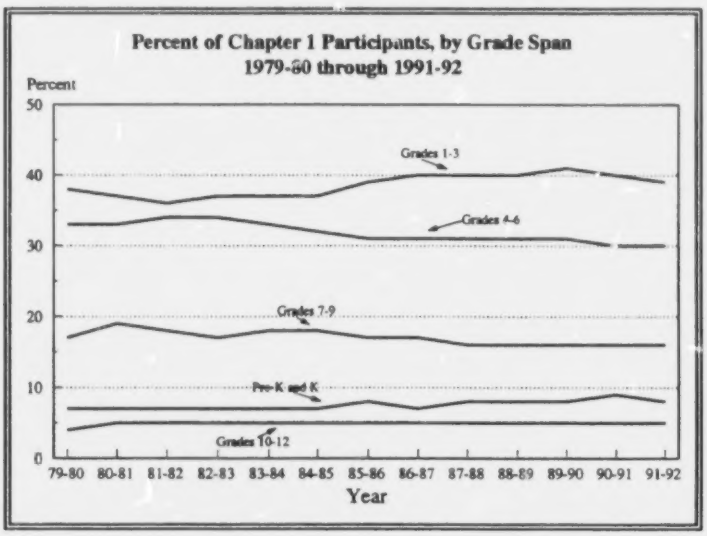


Grade-Level Participation

- In 1991-92, public and nonpublic student participation was concentrated in the elementary grades, and local N or D participation was primarily in the secondary grades. (Table 1.2)



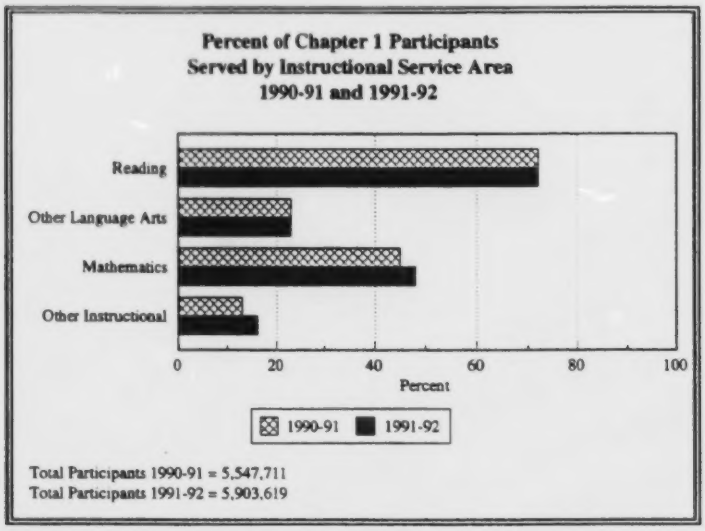
- The distribution of participants by grade level remained virtually unchanged over the last thirteen years, while the overall participation increased substantially. (Table 1.6)



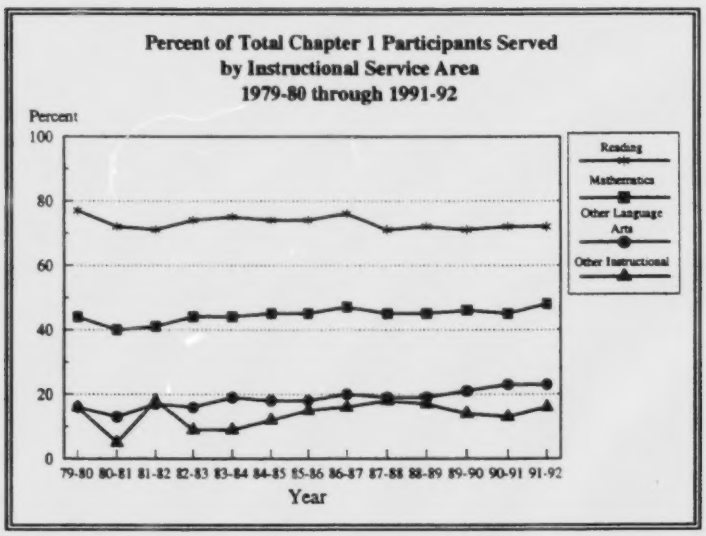
CHAPTER 1 SERVICE PATTERNS

Instructional Services

- During 1991-92, States reported that nearly three-quarters (72 percent) of Chapter 1 participants received instruction in readi , and almost one-half (48 percent) received instruction in mathematics. (Table 1.7)

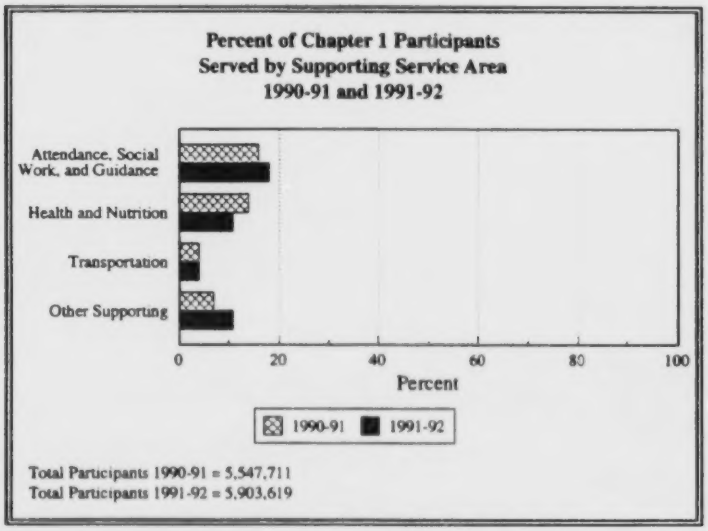


- Service patterns in reading and mathematics remained fairly constant over the thirteen-year period, while the category of other instructional services has shown some fluctuation from year to year and the provision of other language arts has increased over the years. (Table 1.8)

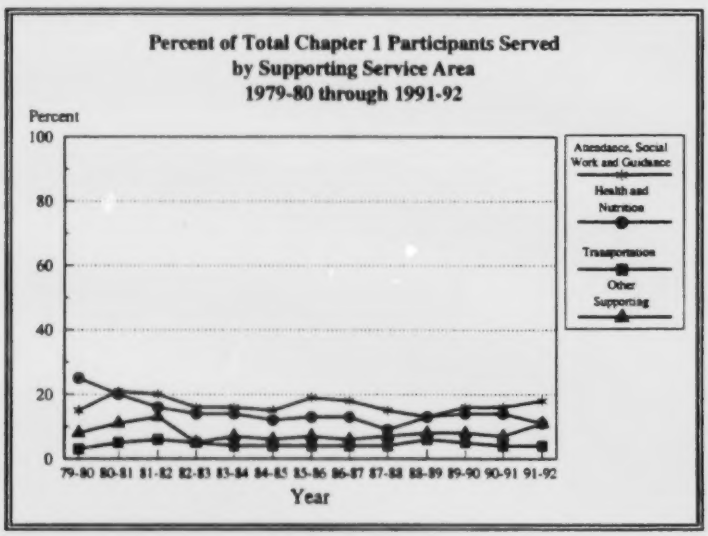


Supporting Services

- As in previous years, in 1991-92 fewer participants received supporting services than received instructional services. In 1991-92, 18 percent of Chapter 1 participants received attendance, social work, and guidance services and 11 percent of participants received health and nutrition services. (Table 1.7)

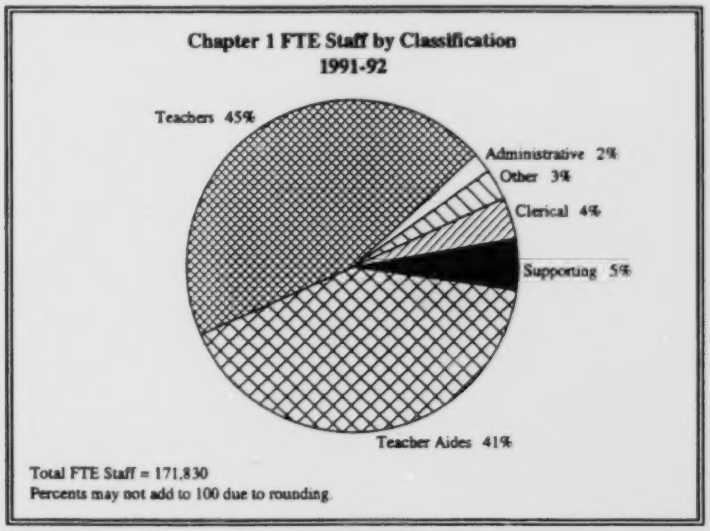


- The percentage of Chapter 1 students receiving supporting services fluctuated more over the thirteen-year period than the percentage of participants receiving instructional services. (Table 1.8)

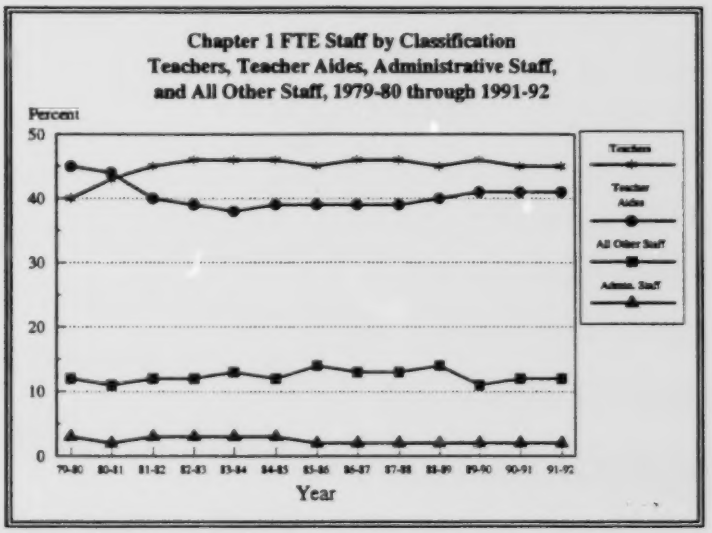


CHAPTER 1 STAFFING PATTERNS

- Almost one-half of the staff funded by Chapter 1 in 1991-92 were teachers. Teachers and teacher aides constituted 86 percent of the total staff funded by Chapter 1 dollars. (Table 1.12)



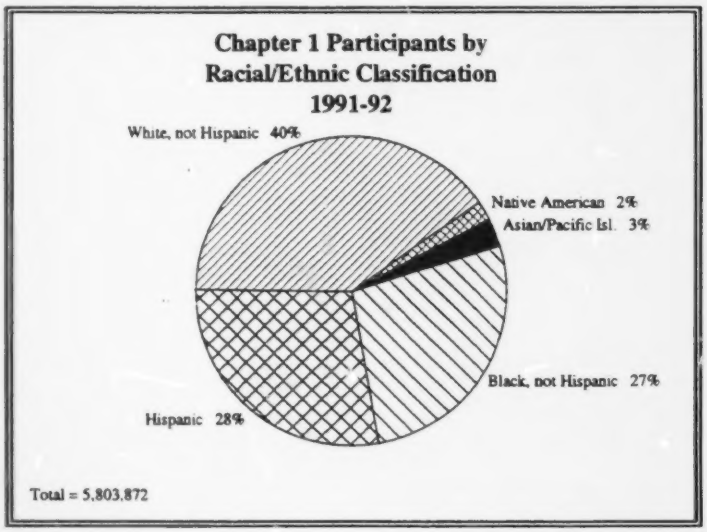
- The percentage distribution of staff across categories has remained fairly constant since 1981-82. (Table 1.14)



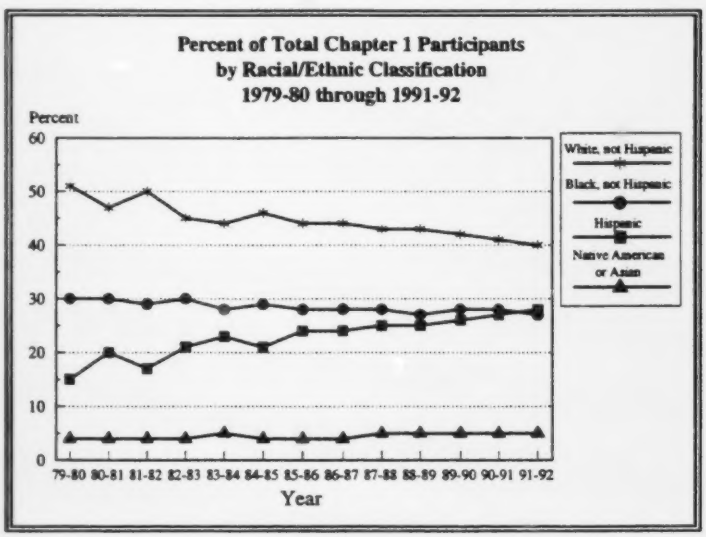
CHARACTERISTICS OF CHAPTER 1 STUDENTS

Racial/Ethnic Classification

- In 1991-92, 40 percent of the Chapter 1 participants were white, not Hispanic. (Table 1.16)



- In the thirteen-year period from 1979-80 through 1991-92, the percentage of Hispanic Chapter 1 participants increased from 15 to 28 percent, while the percentage of white, not Hispanic Chapter 1 participants has decreased from 51 to 40 percent. (Table 1.18)



Gender

- Fifty-four percent of Chapter 1 participants were male. (Table 1.20)

Percent of Eligible Students Served[4]

- The 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of public students eligible, and 49 States, the District of Columbia, and Puerto Rico reported the number of nonpublic students eligible for Chapter 1 services. Among these States, 61 percent of public and 61 percent of nonpublic students identified as eligible to participate in the Chapter 1 program received services.[5] (Tables 1.21 and 1.22)

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[4]The number of public and nonpublic students eligible to participate in Chapter 1 includes public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged as defined by local standards (i.e., children whose educational attainment is below the level that is appropriate for children of their age).

Section 1013 of Chapter 1 and §200.30 of the regulations require an LEA to conduct its projects in attendance areas selected on the basis of an annual ranking of all eligible attendance areas. Eligible Chapter 1 attendance areas are those with high concentrations of children from low-income families.

Section 1014 of Chapter 1 and §200.31 of the regulations require an LEA to conduct an annual assessment of educational needs that identifies educationally deprived children in all eligible attendance areas. "Educationally deprived children" means children whose educational attainment is below the level that is appropriate for children of their age.

[5]National eligibility figures should be viewed with caution. Three States (California, Pennsylvania, and Texas) reported that all eligible public students received services and six States (Arkanas, Idaho, Kansas, New Jersey, Oklahoma, and Pennsylvania) reported that all eligible nonpublic students were served.

Participants with Disabilities and Limited English Proficiency (LEP)

- In 1991-92, 49 States, Puerto Rico, and the Bureau of Indian Affairs reported the number of students with disabilities receiving Chapter 1 services. Among these States, 5 percent of their Chapter 1 participants were classified as having disabilities. (Table 1.23)

- Fifty States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of limited English proficient (LEP) students receiving Chapter 1 services. Among these States, 17 percent of their Chapter 1 participants were classified as LEP in 1991-92. (Table 1.24)

Schoolwide and Innovation Projects

- A total of 2,306 schoolwide projects were reported by 41 States, Puerto Rico, and the Bureau of Indian Affairs. (Table 1.25)

- Twenty-eight States reported 320 LEAs operated innovation projects in 1991-92. (Table 1.26)

2. ACHIEVEMENT INFORMATION FOR THE CHAPTER 1 LEA PROGRAM[6]

NUMBER OF STATES REPORTING[7]

- Forty States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills reading achievement data, and 40 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills mathematics data. In addition, 35 States and the Bureau of Indian Affairs reported basic skills other language arts data. (Tables 2.1 through 2.3 and Tables 2.6 through 2.8)

  Annual advanced skills achievement data were submitted by 47 States, the District of Columbia, and the Bureau of Indian Affairs in reading comprehension and by 48 States, the District of Columbia, and the Bureau of Indian Affairs in mathematics problems and applications. (Tables 2.4 and 2.5 and Tables 2.9 and 2.10)

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[6]Basic and advanced skills achievement information are presented as percentiles in Tables 2.1 through 2.5 and as NCEs in Tables 2.6 through 2.10.

[7]Due to the nature of the tests given by Puerto Rico, its achievement data were not comparable to that provided by the States, the District of Columbia, and the Bureau of Indian Affairs.

BASIC SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

- In the States that reported data, a total of 1,885,149 Chapter 1 students were tested in basic skills reading, 1,194,849 Chapter 1 students were tested in basic skills mathematics, and 475,278 Chapter 1 students were tested in other language arts. (Tables 2.1 through 2.3 and Tables 2.6 through 2.8)

Achievement Results

- Among Chapter 1 students tested in reading, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases ranged from 1 to 6, with the highest increases for Chapter 1 students in grades 2 through 4 and 7. Pretest percentiles ranged from 17 in grade 12 to 21 in grades 9 through 11. Posttest percentiles ranged from 18 in grade 12 to 25 in grade 4. (Table 2.1)

- Among Chapter 1 students tested in mathematics, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases ranged from 1 in grade 12 to 11 in grade 2. The largest increases occurred in grades 2 through 4. Pretest percentiles ranged from 19 in grade 10 to 24 in grade 12, while posttest percentiles ranged from 23 in grade 10 to 33 in grade 2. (Table 2.2)

- Among Chapter 1 students tested in other language arts, posttest scores were higher than pretest scores at every grade level except grade 12. Pretest to posttest percentile increases ranged from 0 in grade 12 to 6 in grade 3. Pretest percentiles ranged from 17 in grade 3 to 22 in grade 8. Posttest percentiles ranged from 20 in grade 12 to 26 in grade 6. (Table 2.3)

ADVANCED SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

- In the States that reported data, a total of 1,559,382 Chapter 1 students were tested in advanced skills reading (reading comprehension), and 901,317 Chapter 1 students were tested in advanced skills mathematics (problems and applications) on an annual cycle. (Tables 2.4 and 2.5 and Tables 2.9)

Achievement Results

- For Chapter 1 students tested in reading comprehension, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases in advanced skills reading ranged from 2 in grade 11 to 7 in grades 2 and 3. Pretest percentiles ranged from 16 in grade 12 to 25 in grades 10 and 11. Posttest percentiles ranged from 19 in grade 12 to 27 in grades 10 and 11. (Table 2.4)

- For Chapter 1 students tested in problems and applications, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases in advanced skills mathematics ranged from 2 in grade 9 to 10 in grade 2. Pretest percentiles ranged from 17 in grades 10 through 12 to 22 in grade 5. Posttest percentiles ranged from 20 in grade 12 to 31 in grade 2. (Table 2.5)

Program Improvement

- Nationally, 22 percent of Chapter 1 schools were identified for program improvement in 1991-92 because the Chapter 1 students in those schools showed no change or showed a decline in aggregate achievement scores over the course of the year. (Table 2.11)

3. ALLOCATION AND COST INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

CHAPTER 1 LEA PROGRAM ALLOCATIONS

- Allocations for the Chapter 1 LEA program to the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs for 1991-92 totaled approximately $5.5 billion, a 17 percent increase from the 1990-91 allocations of slightly under $4.8 billion. (Table 3.1)

CHAPTER 1 ALLOCATION PER PARTICIPANT

- The average allocation per **participant** under the Chapter 1 LEA program was $938 in 1991-92. This figure represents a 10 percent increase from 1990-91's figure of $857. (Table 3.2)

CONCENTRATION GRANTS

- Concentration grants are designed to augment basic grants in LEAs with very high concentrations of children from low-income families. Across the 50 States, the District of Columbia, and Puerto Rico, over 6,000 LEAs received concentration grants in 1991-92. (Table 3.3)

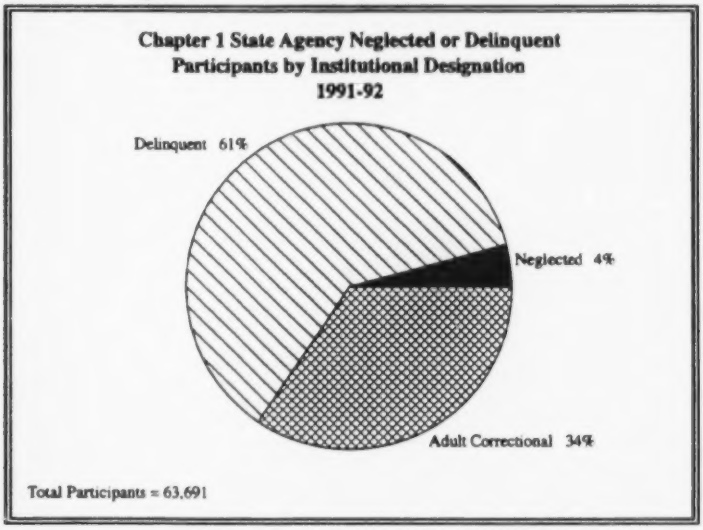
STATE PROGRAM IMPROVEMENT GRANTS

- State Program Improvement grants are distributed to LEAs for use in establishing and implementing program improvement plans. Sixteen States received $90,000 (the minimum grant amount) and 36 States and Puerto Rico received greater than $90,000. Of these States, (California and New York) received grants of greater than $1.0 million. (Table 3.4)

4. INFORMATION ON THE CHAPTER 1 STATE AGENCY NEGLECTED OR DELINQUENT PROGRAM

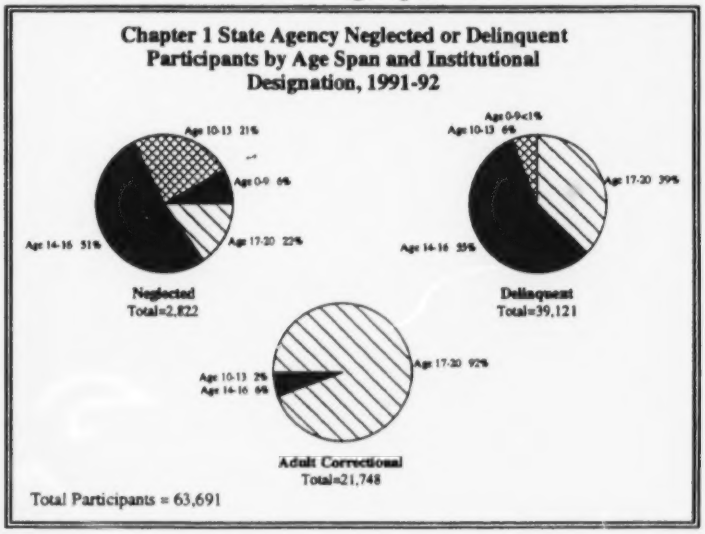
PARTICIPATION BY INSTITUTIONAL DESIGNATION

- Sixty-one percent of the State Agency N or D participants were classified as delinquent, 34 percent were classified as adult correctional, and 4 percent were classified as neglected. (Table 4.1)



PARTICIPATION BY AGE SPAN

- Fifty-six percent of the State Agency N or D participants were 17 through 20 years old. By institutional designation, neglected and delinquent participants were concentrated in the 14-16 age span and adult correctional participants were concentrated in the 17-20 age span. (Tables 4.2 and 4.3)



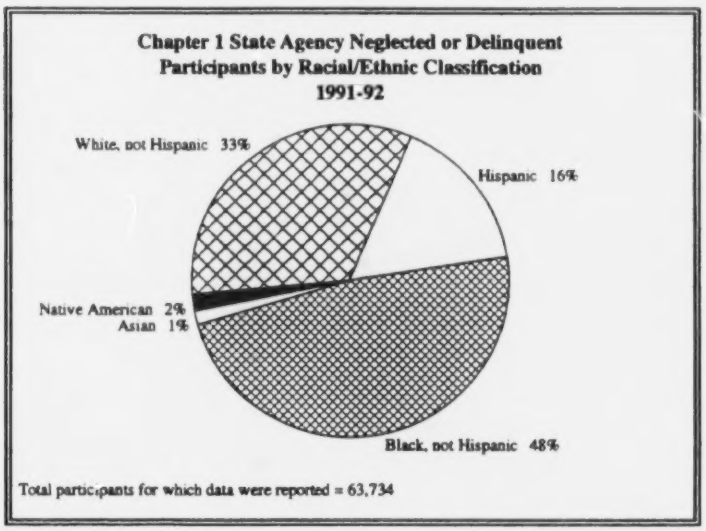
PARTICIPATION BY SERVICE AREA

- About two-thirds of the State Agency N or D participants received reading and about two-thirds received mathematics instruction. (Table 4.4)

- Attendance, social work, and guidance and health and nutrition are the only supporting services provided to a significant number of State Agency N or D participants. (Table 4.4)

CHARACTERISTICS OF STATE AGENCY N OR D PARTICIPANTS

- Forty-eight percent of the State Agency N or D participants were black, not Hispanic and 91 percent were male. (Tables 4.6 and 4.7)


Chapter 1 State Agency Neglected or Delinquent
Participants by Racial/Ethnic Classification
1991-92
White, not Hispanic 33%
Hispanic 16%
Native American 2%
Asian 1%
Black, not Hispanic 48%
Total participants for which data were reported = 63,734

PERCENT OF ELIGIBLE PARTICIPANTS RECEIVING CHAPTER 1 SERVICES

- The 50 States, the District of Columbia, and Puerto Rico reported 109,614 students as eligible to participate in the State Agency N or D program. Fifty-eight percent of eligible participants received State Agency N or D services in 1991-92. (Table 4.8)

CHAPTER 1 STATE AGENCY N OR D ALLOCATIONS

- The total allocation for the Chapter 1 State Agency N or D program in 1991-92 was $36.1 million, a 10 percent increase from the 1990-91 allocation of $32.8 million. (Table 4.9)

Table 1.1

Chapter 1 Participants: Public, Nonpublic, Local Neglected or Delinquent, and Total -- 1979-80 to 1991-92[a/]

Year	Public[b/]	Percent Change Year-to-Year	Nonpublic[c/]	Percent Change Year-to-Year	Local Neglected and Delinquent[d/]	Percent Change Year-to-Year	Total	Percent Change Year-to-Year
1979-80	4,973,708		189,114				5,162,822	
1980-81	4,862,308	-2	213,499	13			5,075,807	-2
1981-82	4,434,447	-9	184,084	-14			4,618,531	-9
1982-83	4,270,424	-4	177,210	-4			4,447,634	-4
1983-84[e/]	4,381,975	3	190,660	8			4,572,635	3
1984-85	4,528,177	3	184,532	-3			4,712,709	3
1985-86[f/]	4,611,948	2	127,922	-31			4,739,870	1
1986-87[g/]	4,594,761	*	137,900	8			4,732,661	*
1987-88	4,808,030	5	136,618	-1			4,944,648	4
1988-89[h/]	4,777,643	--	137,656	--	131,574		5,046,873	2
1989-90	5,014,617	5	151,948	10	161,255	23	5,327,820	6
1990-91	5,252,141	5	157,360	4	138,069	-14	5,547,570	4
1991-92	5,594,718	7	163,329	4	145,572	5	5,903,619	6

* Less than 1 percent.

a/ Guam reported participant information in 1979-80 and 1980-81; the Trust Territories reported participant information in 1979-80, 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported participant information in 1979-80.

b/ Public Chapter 1 participation counts for the years 1979-80 through 1985-86 have been revised since the 1985-86 report to reflect a readjustment of the public participation counts reported by California. Public participation counts reported by California were also adjusted for the years 1986-87 through 1991-92.

c/ By-pass students in Missouri and Virginia were not included prior to 1983-84.

d/ The number of local N or D participants by grade was reported separately from public and nonpublic participants for the first time in 1988-89.

e/ The numbers for nonpublic participants in California for 1983-84 were adjusted to reflect the average of the numbers reported for the years 1982-83 and 1984-85.

f/ State reported data following the Aguilar v. Felton decision (from 1985-86 to present).

g/ Starting in 1986-87, the nonpublic participation count includes participants in schools with religious affiliation in Puerto Rico. The inclusion of these participants in 1986-87 overestimates the actual percentage increase from 1985-86.

h/ Changes in the total number of public and nonpublic participants from 1987-88 to 1988-89 are due in part to changes in reporting. Since the number of local N or D participants is now reported separately, changes are due in part to the removal of these students from the public and nonpublic categories. As a result, percent change in public and nonpublic participation between 1987-88 and 1988-89 is misleading and is not presented in this table.

Table 1.2

Number and Percent of Chapter 1 Public, Nonpublic, and Local N or D Participants, by State — 1991–92

State	Public Participants	%	Nonpublic Participants	%	Local N or D Participants	%	Total Participants
Alabama	131,989	98	519	*	1,630	1	134,138
Alaska	7,278	97	31	*	211	3	7,520
Arizona	83,048	96	1,458	2	1,671	2	86,177
Arkansas	75,538	99	796	1	254	*	76,588
California	1,113,191	92	26,770	2	69,939	6	1,209,900
Colorado	37,390	97	497	1	663	2	38,550
Connecticut	50,063	94	2,023	4	1,440	3	53,526
Delaware	10,040	93	758	7	0	0	10,798
District of Columbia	14,077	95	686	5	0	0	14,763
Florida	178,539	94	2,610	1	9,044	5	190,193
Georgia	153,565	99	334	*	991	1	154,890
Hawaii	14,585	99	84	1	0	0	14,669
Idaho	25,453	98	453	2	121	*	26,027
Illinois	164,362	95	7,930	5	1,358	1	173,650
Indiana	85,448	91	1,796	2	6,923	7	94,167
Iowa	34,739	92	2,119	6	924	2	37,782
Kansas	34,078	94	564	2	1,758	5	36,400
Kentucky	103,488	98	1,545	1	931	1	105,964
Louisiana	131,524	96	3,748	3	2,161	2	137,433
Maine	27,624	99	320	1	19	*	27,963
Maryland	64,711	94	2,766	4	1,124	2	68,601
Massachusetts	89,294	95	4,383	5	595	1	94,272
Michigan	171,204	99	1,596	1	104	*	172,904
Minnesota	72,568	93	3,008	4	2,215	3	77,791
Mississippi	155,004	99	1,897	1	176	*	157,077
Missouri	88,711	95	3,785	4	1,138	1	93,634
Montana	14,760	95	174	1	633	4	15,567
Nebraska	26,956	89	1,771	6	1,467	5	30,194
Nevada	10,924	95	112	1	512	4	11,548
New Hampshire	13,403	97	287	2	190	1	13,880
New Jersey	165,400	94	8,203	5	1,816	1	175,419
New Mexico	42,137	95	916	2	1,223	3	44,276
New York	400,499	91	28,670	7	9,558	2	438,727
North Carolina	123,340	99	344	*	740	1	124,424
North Dakota	10,421	96	311	3	74	1	10,806
Ohio	133,202	91	6,620	5	6,521	4	146,343
Oklahoma	57,760	99	299	1	536	1	58,595
Oregon	46,432	96	437	1	1,590	3	48,459
Pennsylvania	206,570	89	20,022	9	4,346	2	230,938
Rhode Island	13,870	92	1,168	8	69	*	15,107
South Carolina	64,864	99	225	*	390	1	65,479
South Dakota	13,641	95	352	2	366	3	14,359
Tennessee	126,201	99	473	*	1,054	1	127,728
Texas	443,351	97	5,132	1	6,876	2	455,359
Utah	32,512	100	75	*	0	0	32,587
Vermont	11,118	98	150	1	126	1	11,394
Virginia	73,459	99	611	1	18	*	74,088
Washington	58,854	98	764	1	665	1	60,283
West Virginia	33,111	99	178	1	43	*	33,332
Wisconsin	66,902	95	2,532	4	1,032	1	70,466
Wyoming	5,186	99	52	1	16	*	5,254
Puerto Rico	263,557	96	10,975	4	321	*	274,853
Bureau of Indian Affairs	18,777	100	0	0	0	0	18,777
Nation	5,594,718	95	163,329	3	145,572	2	5,903,619

* Less than 1 percent

Percents (across) may not add to 100 due to rounding.

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Table 1.3

Chapter 1 Participants by Grade Span, Public, Nonpublic, Local N or D, and Total -- 1990-91 and 1991-92

	1990-91		1991-92		Percent Change
	Number	Percent[a]	Number	Percent[a]	
Public					
Pre-K and Kindergarten	478,939	9	492,111	9	3
Grades 1-3	2,138,725	41	2,256,482	40	6
Grades 4-6	1,619,162	31	1,729,686	31	7
Grades 7-9	812,524	15	887,306	16	9
Grades 10-12	202,244	4	224,842	4	11
Ungraded[b]	547	*	4,291	*	684
Total	5,252,141	100	5,594,718	100	7
Nonpublic					
Pre-K and Kindergarten	6,770	4	8,289	5	22
Grades 1-3	72,236	46	70,999	43	-2
Grades 4-6	52,359	33	53,470	33	2
Grades 7-9	20,907	13	24,597	15	18
Grades 10-12	4,899	3	5,974	4	22
Ungraded[c]	189	*	0	0	-100
Total	157,360	100	163,329	100	4
Local N or D					
Pre-K and Kindergarten	515	*	585	*	13
Grades 1-3	3,170	2	4,179	3	32
Grades 4-6	8,695	6	9,679	7	11
Grades 7-9	46,179	33	51,055	35	11
Grades 10-12	74,950	54	76,568	53	2
Ungraded[d]	4,560	3	3,506	2	-23
Total	138,069	100	145,572	100	5
Total					
Pre-K and Kindergarten	486,224	9	500,985	8	3
Grades 1-3	2,214,131	40	2,331,660	39	5
Grades 4-6	1,680,216	30	1,792,835	30	7
Grades 7-9	879,610	16	962,958	16	9
Grades 10-12	282,093	5	307,384	5	9
Ungraded	5,296	*	7,797	*	47
Total	5,547,570	100	5,903,619	100	6

Table 1.3 (continued)

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Public ungraded participants were reported by five States (Connecticut, Illinois, Kentucky, Michigan, and Rhode Island) in 1990-91 and three States (Connecticut, Kentucky, and Michigan) in 1991-92.

c/ Nonpublic ungraded participants were reported by one State (Illinois) in 1990-91.

d/ Local N or D ungraded participants were reported by seven States (Arizona, Connecticut, Iowa, Kansas, Kentucky, Michigan, and Missouri) in 1990-91 and by five States (Alabama, Connecticut, Michigan, Missouri, and Virginia) in 1991-92.

Table 1.4

Chapter 1 Total Participants by Grade -- 1990-91 and 1991-92

Grade	1990-91		1991-92		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Pre-K	86,642	2	96,550	2	11
Kindergarten	399,582	7	404,435	7	1
1	738,752	13	768,077	13	4
2	754,115	14	799,447	14	6
3	721,264	13	764,136	13	6
4	646,529	12	686,679	12	6
5	573,634	10	609,276	10	6
6	460,053	8	496,880	8	8
7	343,418	6	373,059	6	9
8	303,776	5	330,429	6	9
9	232,416	4	259,470	4	12
10	133,833	2	148,230	3	11
11	89,446	2	94,544	2	6
12	58,814	1	64,610	1	10
Ungraded[b/]	5,296	*	7,797	*	47
Total	5,547,570	100	5,903,619	100	6

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Ungraded participants were reported by nine States (Arizona, Connecticut, Illinois, Iowa, Kansas, Kentucky, Michigan, Missouri, and Rhode Island) in 1990-91 and by seven States (Alabama, Connecticut, Illinois, Kentucky, Michigan, Missouri, and Virginia) in 1991-92.

Table 1.5

Public School Enrollment and Chapter 1 Public Participation
for Pre-K through Grade 6, and Grades 7 through 12, 1991-92

	Pre-K through Grade 6			Grades 7 through 12		
State	Public School Enrollment	Public Chapter 1 Participants	% Receiving Chapter 1	Public School Enrollment	Public Chapter 1 Participants	% Receiving Chapter 1
Alabama	408,951	115,901	28	313,053	16,088	5
Alaska	71,802	6,714	9	46,878	564	1
Arizona	391,303	63,202	16	265,677	19,846	7
Arkansas	244,173	59,697	24	194,345	15,841	8
California	2,979,619	824,190	28	2,127,526	289,001	14
Colorado	348,148	30,785	9	244,882	6,605	3
Connecticut	285,792	39,278	14	195,258	10,697	5
Delaware	58,877	9,265	16	43,319	775	2
District of Columbia	50,151	11,863	24	30,467	2,214	7
Florida	1,147,531	168,264	15	784,600	10,275	1
Georgia	687,910	121,538	18	489,659	32,027	7
Hawaii	102,550	11,085	11	72,197	3,500	5
Idaho	124,888	20,157	16	100,792	5,296	5
Illinois	1,052,938	124,663	12	795,228	39,699	5
Indiana	525,153	76,426	15	431,841	9,022	2
Iowa	274,183	32,067	12	217,180	2,672	1
Kansas	258,370	29,314	11	187,020	4,764	3
Kentucky	364,589	75,489	21	281,435	24,032	9
Louisiana	453,370	125,048	28	312,219	6,476	2
Maine	124,535	24,241	19	91,865	3,383	4
Maryland	437,301	64,711	15	298,937	0	0
Massachusetts	493,597	71,956	15	352,558	17,338	5
Michigan	917,801	148,239	16	673,319	22,729	3
Minnesota	440,713	68,284	15	332,858	4,284	1
Mississippi	289,245	107,298	37	214,882	47,706	22
Missouri	466,924	79,917	17	360,480	8,794	2
Montana	88,778	8,930	10	67,001	5,830	9
Nebraska	159,356	24,536	15	120,196	2,420	2
Nevada	126,377	9,271	7	85,433	1,653	2
New Hampshire	102,974	11,210	11	74,164	2,193	3
New Jersey	635,868	117,068	18	473,928	48,332	10
New Mexico	169,632	32,742	19	139,035	9,395	7
New York	1,477,631	280,581	19	1,166,362	119,918	10
North Carolina	624,185	95,912	15	473,413	27,428	6
North Dakota	66,884	8,846	13	51,492	1,575	3
Ohio	1,004,515	128,579	13	779,252	4,623	1
Oklahoma	344,138	47,148	14	244,125	10,612	4
Oregon	281,723	36,560	13	216,891	9,872	5
Pennsylvania	940,534	166,302	18	752,263	40,268	5
Rhode Island	82,838	9,937	12	59,306	3,933	7
South Carolina	357,263	52,275	15	270,207	12,589	5
South Dakota	75,951	11,779	16	55,625	1,862	3
Tennessee	473,306	110,577	23	360,345	15,624	4
Texas	2,057,172	382,823	19	1,407,199	60,528	4
Utah	255,893	27,361	11	200,537	5,151	3
Vermont	58,360	9,417	16	38,777	1,701	4
Virginia	584,635	68,569	12	431,569	4,890	1
Washington	502,727	50,567	10	366,600	8,287	2
West Virginia	169,315	28,331	17	150,934	4,780	3
Wisconsin	459,721	52,726	11	354,950	14,176	4
Wyoming	58,260	4,537	8	43,814	649	1
Puerto Rico	365,403	179,991	49	276,989	83,566	30
Bureau of Indian Affairs	*	12,112	--	*	6,665	--
Nation	24,158,481	4,478,279	19	17,841,862	1,112,148	6

* Data not available

Source: Data on the total number of students enrolled in public schools were obtained from the Digest of Education Statistics, National Center for Education Statistics, 1994.

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Table 1.6

Percent of Total Chapter 1 Participants by Grade Span:
1979-80 through 1991-92[a/]

Year	Pre-K	Kinder-garten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total Students[b/]
1979-80	1%	5%	38%	33%	17%	4%	5,162,822
1980-81	1	6	37	33	19	5	5,075,807
1981-82	1	6	36	34	18	5	4,618,531
1982-83	1	6	37	34	17	5	4,447,634
1983-84	1	6	37	33	18	5	4,572,635
1984-85	1	6	37	32	18	5	4,712,709
1985-86	1	7	39	31	17	5	4,739,870
1986-87	1	6	40	31	17	5	4,732,661
1987-88	1	6	40	31	16	5	4,944,648
1988-89	2	6	40	31	16	5	5,046,873
1989-90	2	7	41	31	16	5	5,327,820
1990-91	2	7	40	30	16	5	5,547,570
1991-92	2	7	39	30	16	5	5,903,619

a/ Percents (across) may not add to 100 due to rounding.

b/ Total students include ungraded participants. The ungraded participants comprise less than 1 percent of overall participation in each of the 12 years.

Table 1.7

Total Chapter 1 Participants by Service Area -- 1990-91 and 1991-92

	1990-91		1991-92		
	Number	Percent Served	Number	Percent Served	Percent Change in Number[a/]
Instructional					
Reading	3,971,569	72	4,230,160	72	7
Other Language Arts	1,299,903	23	1,340,809	23	3
Mathematics	2,515,186	45	2,804,283	48	11
Other Instructional Services[b/]	717,239	13	920,648	16	28
Supporting					
Attendance, Social Work, and Guidance	875,537	16	1,084,561	18	24
Health and Nutrition	755,237	14	640,805	11	-15
Transportation	213,106	4	235,530	4	11
Other Supporting Services[c/]	393,027	7	628,291	11	60
Unduplicated Participant Count	5,547,570		5,903,619		

a/ See Tables 1.8 through 1.10 for explanations of year-to-year changes in public, nonpublic, and local neglected or delinquent participant figures.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and English as a Second Language (ESL)/bilingual, among others.

c/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.8

Percent of Total Chapter 1 Participants Served, by Service Area -- 1979-80 to 1991-92[a/]

Year	Instructional			
	Reading	Other Language Arts	Mathematics	Other Instructional
1979-80	77	16	44	16
1980-81	72	13	40	5
1981-82	71	17	41	18
1982-83	74	16	44	9
1983-84	75	19	44	9
1984-85	74	18	45	12
1985-86	74	18	45	15
1986-87	76	20	47	16
1987-88	71	19	45	18
1988-89	72	19	45	17
1989-90	71	21	46	14
1990-91	72	23	45	13
1991-92	72	23	48	16

Year	Supporting			
	Attendance, Social Work, and Guidance	Health and Nutrition	Transportation	Other Supporting
1979-80	15	25	3	8
1980-81	21	20	5	11
1981-82	20	16	6	13
1982-83	16	14	5	5
1983-84	16	14	4	7
1984-85	15	12	4	6
1985-86	19	13	4	7
1986-87	18	13	4	6
1987-88	15	9	4	7
1988-89	13	13	6	8
1989-90	16	14	5	8
1990-91	16	14	4	7
1991-92	18	11	4	11

a/ Guam reported service area information in 1979-80 and 1980-81; the Trust Territories reported service area information in 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported service area information in 1979-80.

Table 1.9

Chapter 1 Public School Participants by Service Area -- 1990-91 and 1991-92

	1990-91		1991-92		Percent Change in Number
	Number	Percent Served	Number	Percent Served	
Instructional					
Reading	3,748,047	71	4,015,814	72	7[a/]
Other Language Arts	1,204,306	23	1,248,697	22	4
Mathematics	2,349,309	45	2,642,426	47	12[b/]
Other Instructional Services[c/]	662,848	13	855,860	15	29[d/]
Supporting					
Attendance, Social Work, and Guidance	854,723	16	1,043,638	19	22
Health and Nutrition	738,965	14	636,572	11	-14[e/]
Transportation	206,072	4	226,720	4	10
Other Supporting Services[f/]	359,834	7	603,106	11	68[g/]
Unduplicated Participant Count	5,252,141		5,594,718		

a/ The increase in the number of public school participants receiving reading (267,767) is due primarily to increases in three states (California, Florida, and Texas). The largest increase was in California, where the number of students receiving this service increased 77,448, from 819,469 in 1990-91 to 896,917 in 1991-92.

b/ The increase in the number of public school participants receiving mathematics (293,117) is due primarily to increases in seven states (California, Florida, Mississippi, New York, Puerto Rico, Tennessee, and Texas). The largest increase was in California, where the number of students receiving this service increased 68,642 from 690,706 in 1990-91 to 759,348 in 1991-92.

c/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

d/ The increase in the number of public school students receiving other instructional services (193,012) is due primarily to increases in five states (Illinois, Massachusetts, Missouri, New York, and Texas). The largest increase was in New York, where the number of students receiving this service increased 53,512 from 31,403 in 1990-91 to 84,915 in 1991-92.

e/ The decrease in the number of public school students receiving health and nutrition services (102,393) is due primarily to decreases in two states (California and Texas). The largest decrease was in Texas, where the number of students receiving this service decreased 66,816, from 182,675 in 1990-91 to 115,859 in 1991-92.

f/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

g/ The increase in the number of public school students receiving other supporting services (243,272) is due primarily to increases in four states (California, Louisiana, Puerto Rico, and Texas). The largest increase was in Texas, where the number of students receiving this service increased 168,163, from 48,307 in 1990-91 to 216,470 in 1991-92.

Table 1.10

Chapter 1 Nonpublic School Participants by Service Area -- 1990-91 and 1991-92

	1990-91		1991-92		Percent Change in Number
	Number	Percent Served	Number	Percent Served	
Instructional					
Reading	108,782	69	108,657	67	*
Other Language Arts	19,521	12	17,970	11	-8[a/]
Mathematics	64,152	41	62,053	38	-3
Other Instructional Services[b/]	17,108	11	20,460	13	20[c/]
Supporting					
Attendance, Social Work, and Guidance	10,176	6	22,872	14	125[d/]
Health and Nutrition	12,414	8	2,993	2	-76[e/]
Transportation	5,727	4	7,138	4	25
Other Supporting Services[f/]	7,618	5	5,133	3	-33
Unduplicated Participant Count	157,360		163,329		

* Less than 1 percent.

a/ The decrease in the number of nonpublic school students receiving mathematics services (2,099) is due primarily to a decrease in California, where the number of students receiving this service decreased 9,502 from 9,577 in 1990-91 to 75 in 1991-92. Three states (Illinois, New Jersey, and Ohio) showed an increase in the number of nonpublic students receiving math services.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

c/ The increase in the number of nonpublic school students receiving other instructional services (3,354) was due primarily to California, where the number of students receiving this service increased 1,614 from 20 in 1990-91 to 1,634 in 1991-92.

d/ The increase in the number of nonpublic school students receiving attendance, social work, and guidance services (12,696) was due primarily to increases in three states (California, New Jersey, and Puerto Rico). The largest increase was in California, where the number of students receiving this service increased 10,187 from 667 in 1990-91 to 10,854 in 1991-92.

e/ The decrease in the number of nonpublic school students receiving health and nutrition services (9,421) is due primarily to California where the number of students receiving this service decreased 7,428 from 7,478 in 1990-91 to 50 in 1991-92.

f/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.11

Chapter 1 Local Neglected or Delinquent Participants by Service Area -- 1990-91 and 1991-92

	1990-91		1991-92		
	Number	Percent Served	Number	Percent Served	Percent Change in Number
Instructional					
Reading	114,740	83	105,689	73	-8[a/]
Other Language Arts	76,076	55	74,142	51	-3
Mathematics	101,725	74	99,804	69	-2
Other Instructional Services[b/]	37,283	27	44,328	30	19[c/]
Supporting					
Attendance, Social Work, and Guidance	10,638	8	18,051	12	70[d/]
Health and Nutrition	3,858	3	1,240	1	-68
Transportation	1,307	1	1,672	1	28
Other Supporting Services[e/]	25,575	19	20,052	14	-22[f/]
Unduplicated Participant Count	138,069		145,572		

a/ The decrease in the number of local N or D students receiving reading (9,051) is due primarily to a decrease in California, where the number of students receiving this service decreased 11,694 from 69,889 in 1990-91 to 58,195 in 1991-92. The number of students receiving this service increased by 1,108 in New York from 1990-91 to 1991-92.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

c/ The increase in the number of local N or D students receiving other instructional services (7,045) is due to increases in two states (Florida and New York). The largest increase was in New York, where the number of students receiving this service increased 2,552 from 4,896 in 1990-91 to 7,448 in 1991-92.

d/ The increase in the number of local N or D students receiving attendance, social work, and guidance services (7,413) is due to an increase in California, where the number of students receiving this service increased 7,031, from 6,476 in 1990-91 to 13,507 in 1991-92.

e/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

f/ The decrease in the number of local N or D students receiving other supporting services (5,523) is due primarily to decreases in two states (California and Louisiana). The largest decrease was in California where the number of students receiving this service decreased 8,922 from 20,549 in 1990-91 to 11,627 in 1991-92. Two states (Indiana and New York) show a significant increase in the number of local N or D students receiving this service.

Table 1.12

Chapter 1 FTE Staff by Classification -- 1990-91 and 1991-92

Staff Classification	1990-91		1991-92		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Administrative	3,601	2	3,835	2	6
Teachers	71,109	45	77,344	45	9
Teacher Aides	65,232	41	69,806	41	7
Supporting[b/]	7,033	4	8,390	5	19
Clerical	5,603	4	6,521	4	16
Other[b/,c/]	5,692	4	5,934	3	4
Total	158,270	100	171,830	100	9

a/ Percents may not add to 100 due to rounding.

b/ The FTE staff category "other" includes such positions as home/school counselor, curriculum specialist, tutor, evaluator, parent coordinator, bus driver/aide, janitor, and computer technician, among others.

Table 1.13

Number and Percent of Chapter 1-Funded FTE Staff
Who Were Teachers and Teacher Aides, 1991-92

State	Total FTE Staff	FTE Teachers	%	FTE Teacher Aides	%
Alabama	3,913	1,791	46	1,609	41
Alaska	219	62	28	125	57
Arizona	2,266	918	41	1,058	47
Arkansas	3,061	915	30	1,939	63
California	17,565	2,613	15	11,215	64
Colorado	1,447	864	60	478	33
Connecticut	1,690	737	44	694	41
Delaware	391	104	27	252	64
District of Columbia	501	169	34	248	50
Florida	6,473	2,617	40	3,223	50
Georgia	4,122	2,622	64	1,207	29
Hawaii	502	203	40	150	30
Idaho	862	265	31	567	66
Illinois	5,817	3,586	62	1,384	24
Indiana	4,244	823	19	3,113	73
Iowa	1,177	1,045	89	99	8
Kansas	1,188	709	60	366	31
Kentucky	3,484	1,819	52	1,347	39
Louisiana	5,163	1,599	31	2,679	52
Maine	1,386	307	22	1,006	73
Maryland	2,676	738	28	1,461	55
Massachusetts	3,572	2,221	62	887	25
Michigan	5,904	2,178	37	2,860	48
Minnesota	2,653	942	35	1,611	61
Mississippi	4,738	1,539	32	2,459	52
Missouri	3,084	2,089	68	877	28
Montana	569	309	54	249	44
Nebraska	836	509	61	264	32
Nevada	318	133	42	160	50
New Hampshire	580	219	38	290	50
New Jersey	5,805	3,221	55	1,729	30
New Mexico	1,454	664	46	667	46
New York	12,526	6,229	50	4,840	39
North Carolina	3,238	2,330	72	684	21
North Dakota	505	297	59	203	40
Ohio	4,632	3,550	77	761	16
Oklahoma	1,976	1,448	73	457	23
Oregon	1,330	561	42	668	50
Pennsylvania	6,654	3,067	46	1,272	19
Rhode Island	454	322	71	74	16
South Carolina	2,680	1,142	43	1,215	45
South Dakota	796	380	48	387	49
Tennessee	4,098	2,079	51	1,628	40
Texas	13,337	5,117	38	6,776	51
Utah	1,083	122	11	915	84
Vermont	501	236	47	237	47
Virginia	3,025	1,581	52	1,090	36
Washington	1,447	583	40	762	53
West Virginia	1,369	777	57	451	33
Wisconsin	1,940	1,375	71	444	23
Wyoming	214	116	54	79	37
Puerto Rico	11,299	7,145	63		
Bureau of Indian Affairs	1,067	361	34	590	55
Nation	171,830	77,344	45	69,806	41

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Table 1.14

Chapter 1 FTE Teachers and Teacher Aides -- 1979-80 through 1991-92[a/]

Year	Teachers		Teacher Aides		Number of Total Staff[b/]
	Number	Percent of Total Staff	Number	Percent of Total Staff	
1979-80	77,782	40	86,826	45	194,403
1980-81	80,078	43	80,938	44	185,925
1981-82	74,786	45	67,536	40	167,748
1982-83	68,590	46	58,093	39	149,220
1983-84	68,627	46	57,479	38	150,277
1984-85	72,797	46	61,380	39	158,967
1985-86	69,014	45	59,058	39	151,936
1986-87	64,143	46	55,530	39	140,691
1987-88	65,668	46	56,078	39	143,675
1988-89	68,149	45	60,544	40	150,816
1989-90	68,554	46	61,282	41	149,275
1990-91	71,109	45	65,232	41	158,270
1991-92	77,344	45	69,806	41	171,830

a/ Guam reported staff information in 1979-80 and 1980-81; the Trust Territories reported staff information in 1979-80, 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported staff information in 1979-80.

b/ Total staff includes teachers, teacher aides, administrators, curriculum specialists (through 1987-88), supporting staff, clerical staff, and other staff.

Table 1.15

Number of Chapter 1 Participants Per Chapter 1-Funded Teacher and Teacher Aide, 1991-92

State	Total Number of Participants	Number of FTE Teachers and Teacher Aides	Number of Participants Per Teacher and Teacher Aide
Alabama	134,138	3,400	39.5
Alaska	7,520	187	40.2
Arizona	86,177	1,976	43.6
Arkansas	76,588	2,854	26.8
California	1,209,900	13,828	87.5
Colorado	38,550	1,342	28.7
Connecticut	53,526	1,431	37.4
Delaware	10,798	356	30.3
District of Columbia	14,763	417	35.4
Florida	190,193	5,840	32.6
Georgia	154,890	3,829	40.5
Hawaii	14,669	353	41.6
Idaho	26,027	832	31.3
Illinois	173,650	4,970	34.9
Indiana	94,167	3,936	23.9
Iowa	37,782	1,144	33.0
Kansas	36,400	1,075	33.9
Kentucky	105,964	3,166	33.5
Louisiana	137,433	4,278	32.1
Maine	27,963	1,313	21.3
Maryland	68,601	2,199	31.2
Massachusetts	94,272	3,108	30.3
Michigan	172,904	5,038	34.3
Minnesota	77,791	2,553	30.5
Mississippi	157,077	3,998	39.3
Missouri	93,634	2,966	31.6
Montana	15,567	558	27.9
Nebraska	30,194	773	39.1
Nevada	11,548	293	39.5
New Hampshire	13,880	509	27.3
New Jersey	175,419	4,950	35.4
New Mexico	44,276	1,331	33.3
New York	438,727	11,069	39.6
North Carolina	124,424	3,014	41.3
North Dakota	10,806	500	21.6
Ohio	146,343	4,311	33.9
Oklahoma	58,595	1,905	30.8
Oregon	48,459	1,229	39.4
Pennsylvania	230,938	4,339	53.2
Rhode Island	15,107	396	38.2
South Carolina	65,479	2,357	27.8
South Dakota	14,359	767	18.7
Tennessee	127,728	3,707	34.5
Texas	455,359	11,893	38.3
Utah	32,587	1,037	31.4
Vermont	11,394	473	24.1
Virginia	74,088	2,671	27.7
Washington	60,283	1,345	44.8
West Virginia	33,332	1,228	27.1
Wisconsin	70,466	1,819	38.7
Wyoming	5,254	195	26.9
Puerto Rico	274,853	7,145	38.5
Bureau of Indian Affairs	18,777	951	19.7
Nation	5,903,619	147,150	40.1

Table 1.16

Chapter 1 Participants by Racial/Ethnic Classification -- 1990-91 and 1991-92

Racial/Ethnic Classification	1990-91		1991-92		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Native American or Alaskan Native	92,219	2	104,709	2	14
Asian or Pacific Islander	164,527	3	183,644	3	12
Black, not Hispanic	1,487,977	28	1,590,927	27	7
Hispanic	1,439,549	27	1,608,146	28	12
White, not Hispanic	2,183,894	41	2,316,446	40	6
Total	5,368,166[b/]	100	5,803,872[c/]	100	8

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ In 1990-91, the total number on this table will not correspond to the total on Table 1.1 because in 16 States, the total number reported by racial/ethnic classification was not the same as the total number reported by grade. Thirteen States reported more participants by grade than by racial/ethnic classification. (The largest difference was in California, which reported 155,367 more by grade than by race.) Three States reported more participants by racial/ethnic classification than by grade. (The largest difference was in New Jersey, which reported 2,157 more by race than by grade.)

c/ In 1991-92, the total number on this table will not correspond to the total on Table 1.1 because in 20 States, the total number reported by racial/ethnic classification was not the same as the total number reported by grade. Sixteen States reported more participants by grade than by racial/ethnic classification. (The largest difference was in California, which reported 84,456 more by grade than by race.) Five States reported more participants by racial/ethnic classification than by grade. (The largest difference was in Mississippi, which reported 716 more by race than by grade.)

Table 1.17

Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification and State — 1991–92

State	Black, Not Hispanic	%	Hispanic	%	White, Not Hispanic	%	Native American or Asian	%	Total
Alabama	73,714	55	295	*	59,176	44	953	1	134,138
Alaska	630	8	294	4	2,679	36	3,917	52	7,520
Arizona	6,434	7	35,251	41	26,566	31	17,925	21	86,176
Arkansas	32,258	42	503	1	43,285	57	542	1	76,588
California	154,130	14	627,521	56	226,670	20	117,123	10	1,125,444
Colorado	3,692	10	15,858	41	17,759	46	1,241	3	38,550
Connecticut	13,103	25	14,876	28	24,192	45	1,036	2	53,207
Delaware	4,570	42	627	6	5,493	51	104	1	10,794
District of Columbia	14,172	96	524	4	33	*	34	*	14,763
Florida	89,765	47	31,716	17	66,974	35	1,738	1	190,193
Georgia	94,925	61	1,921	1	57,207	37	837	1	154,890
Hawaii	249	2	1,035	7	1,255	9	12,130	83	14,669
Idaho	107	*	3,544	14	21,326	82	1,050	4	26,027
Illinois	81,949	47	23,041	13	67,214	39	1,446	1	173,650
Indiana	21,340	23	2,907	3	68,590	73	520	1	93,357
Iowa	1,503	4	666	2	34,822	92	791	2	37,782
Kansas	7,696	22	3,108	9	22,884	66	954	3	34,642
Kentucky	14,718	14	202	*	90,810	86	234	*	105,964
Louisiana	87,131	63	1,899	1	46,621	34	1,782	1	137,433
Maine	229	1	99	*	27,355	98	313	1	27,996
Maryland	41,007	60	2,597	4	23,593	34	1,404	2	68,601
Massachusetts	17,296	18	20,690	22	50,112	53	6,182	7	94,280
Michigan	61,304	35	6,435	4	102,209	59	2,956	2	172,904
Minnesota	5,174	7	3,001	4	63,624	82	5,864	8	77,663
Mississippi	110,747	70	238	*	46,227	29	641	*	157,853
Missouri	24,514	26	985	1	66,839	71	1,501	2	93,839
Montana	97	1	326	2	11,976	77	3,168	20	15,567
Nebraska	3,640	12	1,791	6	23,595	78	1,168	4	30,194
Nevada	2,491	22	2,767	24	5,505	48	785	7	11,548
New Hampshire	212	2	514	4	13,046	94	108	1	13,880
New Jersey	63,340	36	41,171	23	66,460	38	4,707	3	175,678
New Mexico	1,032	2	26,662	60	7,980	18	8,602	19	44,276
New York	139,772	32	139,812	32	139,600	32	19,543	4	438,727
North Carolina	64,274	52	1,304	1	53,506	43	5,166	4	124,250
North Dakota	95	1	125	1	9,240	86	1,346	12	10,806
Ohio	36,950	25	2,511	2	105,678	72	1,204	1	146,343
Oklahoma	10,622	18	2,760	5	34,605	59	10,608	18	58,595
Oregon	2,222	5	4,281	10	35,440	80	2,332	5	44,275
Pennsylvania	68,399	30	14,516	6	138,030	61	5,647	2	226,592
Rhode Island	2,346	16	2,519	17	9,095	60	1,087	7	15,047
South Carolina	45,101	69	462	1	19,551	30	365	1	65,479
South Dakota	140	1	101	1	10,780	75	3,338	23	14,359
Tennessee	51,034	40	394	*	75,795	59	482	*	127,705
Texas	77,567	17	272,323	60	97,181	22	3,631	1	450,702
Utah	526	2	3,292	10	25,473	78	3,221	10	32,512
Vermont	79	1	31	*	11,131	98	153	1	11,394
Virginia	34,488	47	1,503	2	37,287	50	810	1	74,088
Washington	4,492	7	9,662	16	40,755	68	5,374	9	60,283
West Virginia	2,015	6	49	*	31,186	94	55	*	33,305
Wisconsin	17,559	25	3,941	6	45,876	65	3,084	4	70,460
Wyoming	77	1	643	12	4,160	79	374	7	5,254
Puerto Rico	0	0	274,853	100	0	0	0	0	274,853
Bureau of Indian Affairs	0	0	0	0	0	0	18,777	100	18,777
Nation	1,590,927	27	1,608,146	28	2,316,446	40	288,353	5	5,803,872

* Less than one percent

Percents across may not add to 100 due to rounding.

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Table 1.18

Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification, 1979-80 through 1991-92

Year	Native American or Asian	Percent of Total	Black, Not Hispanic	Percent of Total	Hispanic	Percent of Total	White, Not Hispanic	Percent of Total	Total Racial/ Ethnic
1979-80	173,685	4	1,371,304	30	702,940	15	2,324,433	51	4,572,362
1980-81	186,120	4	1,299,725	30	859,108	20	2,049,795	47	4,394,748
1981-82	131,789	4	1,002,116	29	582,408	17	1,699,030	50	3,415,343
1982-83	138,721	4	1,040,510	30	730,669	21	1,558,123	45	3,468,023
1983-84	188,138	5	1,122,407	28	924,517	23	1,747,691	44	3,982,753
1984-85	174,870	4	1,252,817	29	898,994	21	1,962,436	46	4,289,117
1985-86	192,984	4	1,319,907	28	1,106,902	24	2,089,988	44	4,709,781
1986-87	199,585	4	1,301,106	28	1,144,865	24	2,054,558	44	4,700,114
1987-88	226,491	5	1,367,197	28	1,231,874	25	2,121,428	43	4,946,990
1988-89	227,938	5	1,368,893	27	1,275,526	25	2,165,591	43	5,037,948
1989-90	244,177	5	1,445,326	28	1,359,025	26	2,162,953	42	5,211,481
1990-91	256,746	5	1,487,977	28	1,439,549	27	2,183,894	41	5,368,166
1991-92	288,353	5	1,590,927	27	1,608,146	28	2,316,446	40	5,803,872

Table 1.19

Chapter 1 Participants by Year of Birth -- 1990-91 and 1991-92

Year of Birth[b/]	1990-91		1991-92		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Born 1989-85 (preschool) Born 1991-86	450,102	8	518,784	9	15
Born 1984-79 (elementary) Born 1985-80	3,620,528	67	3,884,025	67	7
Born 1978-76 (junior high) Born 1979-77	947,685	18	1,014,314	17	10
Born 1975-73 (high school) Born 1976-74	329,600	6	359,045	6	9
Born 1972-68 (> 18 yrs old) Born 1973-68	36,308	1	49,223	1	36
Total	5,384,223[c/]	100	5,825,391[d/]	100	8

a/ Percents may not add to 100 due to rounding.

b/ The year ranges for 1991-92 are indented below the year ranges for 1990-91.

c/ In 1990-91, the total number on this table will not correspond to the total on Table 1.1 because in 17 States, the total number reported by year of birth was not the same as the total number reported by grade. The largest difference was found in California, which reported 143,986 fewer participants by year of birth than by grade.

d/ In 1991-92, the total number on this table will not correspond to the total on Table 1.1 because in 19 States, the total number reported by year of birth was not the same as the total number reported by grade. The largest difference was found in California, which reported 69,485 fewer participants by year of birth than by grade.

Table 1.20

Chapter 1 Participants by Gender -- 1990-91 and 1991-92

Gender	1990-91		1991-92	
	Number	Percent	Number	Percent
Male	2,928,631	54	3,153,027	54
Female	2,457,820	46	2,647,941	46
Total	5,386,451[a/]	100	5,800,968[b/]	100

a/ In 1990-91, the total number on this table will not correspond to the total on Table 1.1 because in 16 States, the total number reported by gender was not the same as the total number reported by grade. The largest difference was found in California, which reported 139,980 fewer participants by gender than by grade.

b/ In 1991-92, the total number on this table will not correspond to the total on Table 1.1 because in 18 States, the total number reported by gender was not the same as the total number reported by grade. The largest difference was found in California, which reported 93,897 fewer participants by gender than by grade.

Table 1.21

Number and Percent of Public Chapter 1 Students Eligible, by State, 1990–91 and 1991–92

State	Number of Public Students Eligible for Chapter 1		Number of Public Chapter 1 Participants		Percent of Eligible Served a/	
	1990–91	1991–92	1990–91	1991–92	1990–91	1991–92
Alabama	194,145	196,554	127,166	131,989	66	67
Alaska	20,144	25,578	5,758	7,278	29	28
Arizona	214,704	246,387	78,898	83,048	37	34
Arkansas	149,477	148,811	71,344	75,538	48	51
California	1,062,979	1,118,440	1,062,978	1,113,191	100	100
Colorado	237,410	254,171	36,634	37,390	15	15
Connecticut	60,826	74,724	46,303	50,063	76	67
Delaware	9,407	11,000	9,410	10,040	100	91
District of Columbia	17,501	17,082	13,849	14,077	79	82
Florida	391,356	499,318	171,382	178,539	44	36
Georgia	262,989	306,962	141,731	153,565	54	50
Hawaii	14,500	16,849	14,482	14,585	100	87
Idaho	40,832	44,409	21,635	25,453	53	57
Illinois	215,174	212,853	153,382	164,362	71	77
Indiana	253,438	249,172	85,598	85,448	34	34
Iowa	89,402	96,091	35,817	34,739	40	36
Kansas	60,880	59,813	32,762	34,078	54	57
Kentucky	178,529	195,967	95,408	103,488	53	53
Louisiana	222,496	140,125	103,513	131,524	47	94
Maine	52,691	50,006	26,025	27,624	49	55
Maryland	109,836	97,702	65,794	64,711	60	66
Massachusetts	103,004	113,568	70,584	89,294	69	79
Michigan	249,373	269,387	156,575	171,204	63	64
Minnesota	110,159	136,283	65,940	72,568	60	53
Mississippi	185,030	200,795	143,087	155,004	77	77
Missouri	208,340	255,856	76,905	88,711	37	35
Montana	30,756	31,905	12,791	14,760	42	46
Nebraska	64,081	65,201	25,077	26,956	39	41
Nevada	24,765	27,801	9,574	10,924	39	39
New Hampshire	38,465	37,952	12,678	13,403	33	35
New Jersey	167,368	167,463	167,368	165,400	100	99
New Mexico	65,358	71,941	37,154	42,137	57	59
New York	490,025	592,118	364,178	400,499	74	68
North Carolina	245,459	245,240	114,528	123,340	47	50
North Dakota	16,830	17,408	9,681	10,421	58	60
Ohio	495,146	548,859	139,521	133,202	28	24
Oklahoma	172,606	224,333	56,750	57,760	33	26
Oregon	61,962	76,348	43,903	46,432	71	61
Pennsylvania	202,883	206,570	202,883	206,570	100	100
Rhode Island	34,245	54,606	14,538	13,870	42	25
South Carolina	181,925	219,028	60,636	64,864	33	30
South Dakota	32,989	33,233	12,814	13,641	39	41
Tennessee	167,972	210,382	116,881	126,201	70	60
Texas	398,267	443,351	392,385	443,351	99	100
Utah	44,494	52,455	31,135	32,512	70	62
Vermont	20,013	33,561	9,886	11,118	49	33
Virginia	120,416	130,669	71,402	73,459	59	56
Washington	169,800	117,854	58,466	58,854	34	50
West Virginia	36,659	35,902	36,126	33,111	99	92
Wisconsin	120,156	132,611	63,193	66,902	53	50
Wyoming	12,641	15,958	4,955	5,186	39	32
Puerto Rico	352,548	353,171	253,510	263,557	72	75
Bureau of Indian Affairs	17,168	39,507	17,168	18,777	100	48
Nation	8,499,619	9,223,330	5,252,141	5,594,718	62	61

a/ Percent of eligible students receiving services should not be compared across States as eligibility criteria vary based on the decisions made by State and local education officials.

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Table 1.22

Number and Percent of Nonpublic Chapter 1 Students Eligible, by State, 1990–91 and 1991–92

State	Number of Nonpublic Students Eligible for Chapter 1		Number of Nonpublic Chapter 1 Participants		Percent of Eligible Served a/	
	1990–91	1991–92	1990–91	1991–92	1990–91	1991–92
Alabama	737	573	616	519	84	91
Alaska	188	236	26	31	14	13
Arizona	9,260	10,504	859	1,458	9	14
Arkansas	700	796	521	796	74	100
California	29,283	27,616	29,283	26,770	100	97
Colorado	593	--	565		95	
Connecticut	2,297	2,583	2,140	2,023	93	78
Delaware	754	800	751	758	100	95
District of Columbia	587	802	587	686	100	86
Florida	3,742	7,303	2,441	2,610	65	36
Georgia	1,371	661	280	334	20	51
Hawaii	190	197	125	84	66	43
Idaho	434	453	434	453	100	100
Illinois	--	11,121	--	7,930		71
Indiana	5,973	6,326	1,715	1,796	29	28
Iowa	6,141	6,664	2,185	2,119	36	32
Kansas	727	564	727	564	100	100
Kentucky	3,644	4,524	1,372	1,545	38	34
Louisiana	4,214	5,263	3,388	3,748	80	71
Maine	1,021	979	247	320	24	33
Maryland	3,399	2,855	3,048	2,766	90	97
Massachusetts	6,813	8,169	4,415	4,383	65	54
Michigan	7,369	3,827	2,930	1,596	40	42
Minnesota	3,356	3,806	3,267	3,008	97	79
Mississippi	2,138	2,405	1,590	1,897	74	79
Missouri	8,056	9,808	3,666	3,785	46	39
Montana	488	343	174	174	36	51
Nebraska	3,563	3,546	1,388	1,771	39	50
Nevada	142	122	90	112	63	92
New Hampshire	1,403	1,479	195	287	14	19
New Jersey	7,361	8,215	7,361	8,203	100	100
New Mexico	1,890	1,600	896	916	47	57
New York	38,802	38,202	27,382	28,670	71	75
North Carolina	527	915	298	344	57	38
North Dakota	424	435	297	311	70	71
Ohio	24,901	25,668	6,904	6,620	28	26
Oklahoma	373	300	281	299	75	100
Oregon	981	834	373	437	38	52
Pennsylvania	17,889	20,022	17,889	20,022	100	100
Rhode Island	1,404	4,257	741	1,168	53	27
South Carolina	433	521	179	225	41	43
South Dakota	1,041	1,303	347	352	33	27
Tennessee	420	803	420	473	100	59
Texas	4,012	12,008	4,012	5,132	100	43
Utah	200	200	117	75	59	38
Vermont	182	362	131	150	72	41
Virginia	1,767	1,756	606	611	34	35
Washington	1,410	1,108	911	764	65	69
West Virginia	160	559	160	178	100	32
Wisconsin	6,170	6,718	2,322	2,532	38	38
Wyoming	60	101	43	52	72	51
Puerto Rico	18,052	17,439	10,733	10,975	59	63
Bureau of Indian Affairs	--	--	--	--		
Nation	237,042	267,651	151,428	162,832	64	61

a/ Percent of eligible students receiving services should not be compared across States as eligibility criteria vary based on the decisions made by State and local education officials.

Table 1.23

Number and Percent of Total Chapter 1 Participants with Disabilities, by State, 1990–91 and 1991–92

State	Total Chapter 1 Participants		Total Chapter 1 Students with Disabilities		Percent of Total	
	1990–91	1991–92	1990–91	1991–92	1990–91	1991–92
Alabama	129,131	134,138	4,684	8,264	4	6
Alaska	5,828	7,520	815	1,174	14	16
Arizona	80,642	86,177	2,015	2,481	2	3
Arkansas	72,050	76,588	2,138	2,316	3	3
California	1,164,728	1,209,900	61,080	70,979	5	6
Colorado	37,800	38,550	3,499	2,780	9	7
Connecticut	50,123	53,526	3,058	3,539	6	7
Delaware	--	--	--	--	--	--
District of Columbia	--	--	--	--	--	--
Florida	182,145	190,193	25,815	26,282	14	14
Georgia	142,554	154,890	6,378	7,672	4	5
Hawaii	14,607	14,669	217	282	1	2
Idaho	22,184	26,027	1,031	1,020	5	4
Illinois	160,479	173,650	6,459	8,816	4	5
Indiana	94,258	94,167	9,050	9,847	10	10
Iowa	38,630	37,782	1,794	1,449	5	4
Kansas	35,065	36,400	1,320	1,377	4	4
Kentucky	97,786	105,964	3,269	3,152	3	3
Louisiana	108,791	137,433	743	945	1	*
Maine	26,288	27,963	1,669	1,893	6	7
Maryland	69,901	68,601	4,141	4,169	6	6
Massachusetts	75,432	94,272	5,350	9,436	7	10
Michigan	159,806	172,904	3,373	3,386	2	2
Minnesota	71,397	77,791	5,597	5,910	8	8
Mississippi	145,192	157,077	825	636	1	*
Missouri	81,471	93,634	3,147	3,313	4	4
Montana	13,801	15,567	1,132	1,253	8	8
Nebraska	27,218	30,194	1,748	1,818	6	6
Nevada	10,206	11,548	176	357	2	3
New Hampshire	13,149	13,880	851	1,090	6	8
New Jersey	176,639	175,419	3,263	3,723	2	2
New Mexico	39,032	44,276	1,517	2,649	4	6
New York	399,499	438,727	18,790	19,838	5	5
North Carolina	115,526	124,424	3,545	829	3	1
North Dakota	10,037	10,806	465	420	5	4
Ohio	151,347	146,343	4,014	6,496	3	4
Oklahoma	57,506	58,595	1,956	1,972	3	3
Oregon	44,693	48,459	4,265	5,104	10	11
Pennsylvania	224,570	230,938	65	313	*	*
Rhode Island	15,361	15,107	1,147	918	7	6
South Carolina	61,187	65,479	6,086	6,579	10	10
South Dakota	13,498	14,359	988	1,132	7	8
Tennessee	118,188	127,728	5,859	9,612	5	8
Texas	402,283	455,359	24,534	42,000	6	9
Utah	31,252	32,587	3,051	2,409	10	7
Vermont	10,086	11,394	1,205	1,331	12	12
Virginia	72,025	74,088	2,340	2,593	3	3
Washington	60,091	60,283	4,337	4,366	7	7
West Virginia	36,334	33,332	906	943	2	3
Wisconsin	66,326	70,466	3,074	3,521	5	5
Wyoming	5,015	5,254	357	363	7	7
Puerto Rico	264,648	274,853	4,568	2,767	2	1
Bureau of Indian Affairs	17,168	18,777	1,852	1,679	11	9
Nation a/	5,522,973	5,878,058	259,558	306,893	5	5

* Less than one percent

a/ The total participation figures reported here are only for those States that reported disability data. As a result, the total fiugres will not match the participation figures reported in Table 1.1.

Table 1.24

Number and Percent of Total Chapter 1 Participants
with Limited English Proficiency, 1990–91 and 1991–92

State	Total Chapter 1 Participants		Total Chapter 1 Students with Limited English Proficiency		Percent of Total	
	1990–91	1991–92	1990–91	1991–92	1990–91	1991–92
Alabama	129,131	134,138	67	1,131	*	1
Alaska	5,828	7,520	1,087	1,316	19	18
Arizona	80,642	86,177	13,555	15,938	17	18
Arkansas	72,050	76,588	115	117	*	*
California	1,164,728	1,209,900	464,352	523,029	40	43
Colorado	37,800	38,550	1,507	1,682	4	4
Connecticut	50,123	53,526	8,447	8,467	17	16
Delaware	10,161	10,798	104	222	1	2
District of Columbia	14,436	14,763	375	558	3	4
Florida	182,145	190,193	6,300	20,555	3	11
Georgia	142,554	154,890	600	828	*	1
Hawaii	14,607	14,669	750	863	5	6
Idaho	22,184	26,027	1,926	2,132	9	8
Illinois	160,479	173,650	4,312	8,795	3	5
Indiana	94,258	94,167	314	485	*	1
Iowa	--	37,782	--	407	--	1
Kansas	35,065	36,400	528	648	2	2
Kentucky	97,786	105,964	146	89	*	*
Louisiana	108,791	137,433	433	208	*	*
Maine	26,288	27,963	152	172	1	1
Maryland	69,901	68,601	1,508	1,370	2	2
Massachusetts	75,432	94,272	7,345	17,120	10	18
Michigan	159,806	172,904	3,379	4,580	2	3
Minnesota	71,397	77,791	2,294	3,978	3	5
Mississippi	145,192	157,077	215	259	*	*
Missouri	81,471	93,634	187	79	*	*
Montana	13,801	15,567	1,124	1,040	8	7
Nebraska	27,218	30,194	171	156	1	1
Nevada	10,206	11,548	247	514	2	4
New Hampshire	13,149	13,880	87	206	1	1
New Jersey	176,639	175,419	14,072	16,913	8	10
New Mexico	39,032	44,276	7,059	11,681	18	26
New York	399,499	438,727	63,733	72,495	16	17
North Carolina	115,526	124,424	450	4,909	*	4
North Dakota	10,037	10,806	205	220	2	2
Ohio	151,347	146,343	1,516	737	1	1
Oklahoma	57,506	58,595	1,588	1,405	3	2
Oregon	44,693	48,459	1,643	2,310	4	5
Pennsylvania	224,570	230,938	4,915	3,266	2	1
Rhode Island	15,361	15,107	860	1,991	6	13
South Carolina	61,187	65,479	154	131	*	*
South Dakota	13,498	14,359	253	725	2	5
Tennessee	118,188	127,728	175	348	*	*
Texas	402,283	455,359	86,866	122,945	22	27
Utah	31,252	32,587	1,394	1,520	4	5
Vermont	10,086	11,394	23	35	*	*
Virginia	72,025	74,088	345	445	*	1
Washington	60,091	60,283	3,491	4,415	6	7
West Virginia	36,334	33,332	53	26	*	*
Wisconsin	66,326	70,466	1,703	1,656	3	2
Wyoming	5,015	5,254	66	94	1	2
Puerto Rico	264,648	274,853	255,601	158,872	97	58
Bureau of Indian Affairs	17,168	18,777	5,422	6,466	32	34
Nation a/	5,508,940	5,903,619	973,214	1,030,549	18	17

* Less than one percent

a/ The total participation figures reported here are only for those States that reported limited English proficiency data. As a result, the total figures will not match the participation figures reported in Table 1.1.

Table 1.25

Number of Schools with Schoolwide Projects, by State, 1990–91 and 1991–92

State	Number of Schools with Schoolwide Projects 1990–91	1991–92
Alabama	68	59
Alaska	6	9
Arizona	36	56
Arkansas	34	47
California	259	273
Colorado	2	4
Connecticut	--	--
Delaware	--	--
District of Columbia	--	17
Florida	113	136
Georgia	28	43
Hawaii	--	--
Idaho	4	3
Illinois	13	25
Indiana	6	7
Iowa	1	1
Kansas	1	19
Kentucky	59	79
Louisiana	12	20
Maine	--	--
Maryland	29	30
Massachusetts	44	78
Michigan	36	92
Minnesota	2	4
Mississippi	86	124
Missouri	10	41
Montana	--	--
Nebraska	--	--
Nevada	--	--
New Hampshire	--	--
New Jersey	16	25
New Mexico	25	39
New York	122	145
North Carolina	37	65
North Dakota	1	2
Ohio	30	60
Oklahoma	7	7
Oregon	10	12
Pennsylvania	104	136
Rhode Island	1	3
South Carolina	7	34
South Dakota	12	12
Tennessee	130	129
Texas	164	278
Utah	4	12
Vermont	--	--
Virginia	7	16
Washington	3	3
West Virginia	23	23
Wisconsin	20	20
Wyoming	--	--
Puerto Rico	9	50
Bureau of Indian Affairs	48	68
Total Among those States that Reported Data	1,629	2,306
Number of States Reporting	42	43

Table 1.26

Number of LEAs Operating Innovation Projects,
by State, 1990–91 and 1991–92

State	Number of LEAs Operating Innovation Projects 1990–91	1991–92
Alabama	2	2
Alaska	4	1
Arizona	6	7
Arkansas	5	7
California	66	73
Colorado	--	--
Connecticut	1	
Delaware	--	--
District of Columbia		
Florida	1	2
Georgia	--	6
Hawaii	--	--
Idaho	--	--
Illinois	20	1
Indiana	--	--
Iowa	--	--
Kansas	--	--
Kentucky	--	1
Louisiana	--	--
Maine	--	--
Maryland	17	19
Massachusetts	--	--
Michigan	--	--
Minnesota	7	9
Mississippi	20	11
Missouri	--	--
Montana	--	--
Nebraska	--	--
Nevada	1	2
New Hampshire	--	--
New Jersey	5	28
New Mexico	2	2
New York	124	34
North Carolina	1	3
North Dakota	1	2
Ohio	1	1
Oklahoma	--	--
Oregon	1	1
Pennsylvania	17	18
Rhode Island	2	2
South Carolina	1	1
South Dakota	1	
Tennessee	16	7
Texas	--	28
Utah	8	5
Vermont	7	10
Virginia	--	--
Washington	--	--
West Virginia	--	--
Wisconsin	30	37
Wyoming	--	--
Puerto Rico	1	
Bureau of Indian Affairs	3	
Total Among those States that Reported Data	371	320
Number of States Reporting	29	28

Table 2.1

Basic Skills Reading Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	315,549	42	18	24	6
3	341,247	42	18	24	6
4	315,514	43	20	25	5
5	283,296	43	20	24	4
6	220,778	43	20	24	4
7	139,069	42	19	24	5
8	125,836	41	20	23	3
9	67,489	39	21	24	3
10	37,484	37	21	23	2
11	26,197	36	21	23	2
12	12,680	36	17	18	1
Grades 2-12 for the 42 States that reported data	1,885,149		19	24	5

Table 2.2

Basic Skills Mathematics Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	163,605	41	22	33	11
3	196,216	42	22	30	8
4	203,756	43	22	30	8
5	193,905	43	23	29	6
6	154,866	43	23	29	6
7	93,114	43	22	26	4
8	94,089	40	22	25	3
9	43,749	38	21	25	4
10	24,793	36	19	23	4
11	17,537	34	21	25	4
12	9,219	34	24	25	1
Grades 2-12 for the 42 States that reported data	1,194,849		22	29	7

Table 2.3

Basic Skills Other Language Arts Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	51,285	33	18	22	4
3	67,159	34	17	23	6
4	64,284	35	19	24	5
5	66,204	36	21	25	4
6	62,984	35	21	26	5
7	42,960	36	20	24	4
8	47,494	36	22	24	2
9	31,586	32	21	23	2
10	18,395	32	19	21	2
11	14,380	28	19	22	2
12	8,547	28	20	20	0
Grades 2-12 for the 36 States that reported data	475,278		20	24	4

Table 2.4

Advanced Skills Reading Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	289,614	48	18	25	7
3	302,259	48	18	25	7
4	274,827	49	20	25	5
5	234,938	49	21	25	4
6	174,880	49	20	25	5
7	109,425	48	20	25	5
8	89,140	48	20	24	4
9	44,922	46	23	26	3
10	21,804	45	25	27	5
11	12,684	44	25	27	2
12	4,889	44	16	19	3
Grades 2-12 for the 49 States that reported data	1,559,382		20	25	5

Table 2.5

Advanced Skills Mathematics Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	132,673	49	21	31	10
3	159,268	49	21	28	7
4	168,159	50	21	27	6
5	148,796	50	22	27	6
6	117,011	50	20	26	6
7	70,635	49	20	25	5
8	63,691	47	20	25	5
9	23,902	45	21	23	2
10	9,925	42	17	21	4
11	5,151	41	17	21	4
12	2,106	40	17	20	3
Grades 2-12 for the 50 States that reported data	901,317		21	27	6

Table 2.6

Basic Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	315,549	42	31.4	35.7	4.3
3	341,247	42	31.3	35.7	4.4
4	315,514	43	32.6	35.9	3.3
5	283,296	43	33.0	35.8	2.8
6	220,778	43	32.7	35.5	2.8
7	139,069	42	32.0	35.2	3.2
8	125,836	41	32.9	35.1	2.2
9	67,489	39	33.4	35.5	2.1
10	37,484	37	33.4	35.0	1.6
11	26,197	36	33.2	34.9	1.7
12	12,680	36	30.5	30.8	0.3
Grades 2-12 for the 42 States that reported data	1,885,149		32.2	35.6	3.4

Table 2.7

Basic Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	163,605	41	34.4	41.1	6.7
3	196,216	42	34.3	39.2	4.9
4	203,756	43	34.1	39.1	5.0
5	193,905	43	35.0	38.4	3.4
6	154,866	43	34.5	38.6	4.1
7	93,114	43	33.8	36.6	2.8
8	94,089	40	34.3	35.9	1.6
9	43,749	38	33.4	35.8	2.4
10	24,793	36	31.9	34.6	2.7
11	17,537	34	33.4	36.1	2.7
12	9,219	34	35.1	36.2	1.1
Grades 2-12 for the 42 States that reported data	1,194,849		34.3	38.5	4.2

Table 2.8

Basic Skills Other Language Arts Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	51,285	33	31.4	34.2	2.8
3	67,159	34	30.5	34.9	4.4
4	64,284	35	31.8	35.4	3.6
5	66,204	36	33.2	35.9	2.7
6	62,984	35	33.5	37.0	3.5
7	42,960	36	32.8	35.4	2.6
8	47,494	36	34.1	35.7	1.6
9	31,586	32	33.6	34.9	1.3
10	18,395	32	31.8	33.1	1.3
11	14,380	28	32.3	33.9	1.6
12	8,547	28	32.6	32.8	0.2
Grades 2-12 for the 36 States that reported data	475,278		32.5	35.3	2.8

Table 2.9

Advanced Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	289,614	48	31.4	36.3	4.9
3	302,259	48	31.5	36.2	4.7
4	274,827	49	32.5	36.3	3.8
5	234,938	49	33.1	35.8	2.7
6	174,880	49	32.6	36.0	3.4
7	109,425	48	32.6	35.9	3.3
8	89,140	48	32.9	35.7	2.8
9	44,922	46	34.9	36.9	2.0
10	21,804	45	36.0	37.5	1.5
11	12,684	44	36.2	37.5	1.3
12	4,889	44	29.5	32.2	2.7
Grades 2-12 for the 49 States that reported data	1,559,382		32.4	36.1	3.7

Table 2.10

Advanced Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1991-92

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	132,673	49	33.5	40.1	6.6
3	159,268	49	33.3	38.2	4.9
4	168,159	50	33.3	37.6	4.3
5	148,796	50	33.7	37.5	3.8
6	117,011	50	32.9	37.0	4.1
7	70,635	49	32.5	36.1	3.6
8	63,691	47	33.0	36.1	3.1
9	23,902	45	33.1	35.1	2.0
10	9,925	42	30.7	33.1	2.4
11	5,151	41	29.9	33.5	3.6
12	2,106	40	29.9	32.9	3.0
Grades 2-12 for the 50 States that reported data	901,317		33.2	37.6	4.4

Table 2.11

Number and Percent of Chapter 1 Schools Identified for Program Improvement, by State, 1990–91 and 1991–92

State	Number of Schools with Chapter 1		Number of Chapter 1 Schools Identified for Program Improvement a/		Percent of Chapter 1 Schools Identified for Program Improvement	
	1990–91	1991–92	1990–91	1991–92	1990–91	1991–92
Alabama	921	932	219	455	24	49
Alaska	178	186	33	22	19	12
Arizona	572	601	166	190	29	32
Arkansas	907	1,087	230	405	25	37
California	3,877	4,062	297	396	8	10
Colorado	616	553	96	110	16	20
Connecticut	618	595	47	70	8	12
Delaware	110	110	8	11	7	10
District of Columbia	136	120	64	74	47	62
Florida	1,011	1,087	356	365	35	34
Georgia	1,078	1,106	266	228	25	21
Hawaii	103	100	56	58	54	58
Idaho	397	410	100	100	25	24
Illinois	2,365	2,396	426	726	18	30
Indiana	1,126	1,116	326	199	29	18
Iowa	896	899	89	105	10	12
Kansas	739	740	130	126	18	17
Kentucky	960	988	109	284	11	29
Louisiana	830	826	310	346	37	42
Maine	551	551	60	100	11	18
Maryland	404	411	283	208	70	51
Massachusetts	983	1,071	178	139	18	13
Michigan	2,073	2,035	429	638	21	31
Minnesota	997	1,010	109	153	11	15
Mississippi	778	757	478	412	61	54
Missouri	1,036	1,049	233	197	22	19
Montana	581	582	67	29	12	5
Nebraska	322	316	180	213	56	67
Nevada	107	132	12	15	11	11
New Hampshire	305	319	40	16	13	5
New Jersey	1,896	1,962	292	287	15	15
New Mexico	442	442	97	91	22	21
New York	2,915	3,121	206	285	7	9
North Carolina	1,313	1,320	458	465	35	35
North Dakota	350	328	56	50	16	15
Ohio	2,371	2,348	264	386	11	16
Oklahoma	1,086	1,064	90	91	8	9
Oregon	790	790	16	32	2	4
Pennsylvania	2,312	2,320	705	587	30	25
Rhode Island	154	159	73	71	47	45
South Carolina	540	534	112	158	21	30
South Dakota	432	439	90	58	21	13
Tennessee	908	916	508	327	56	36
Texas	5,520	5,520	616	605	11	11
Utah	274	280	61	47	22	17
Vermont	299	299	70	70	23	23
Virginia	885	866	200	225	23	26
Washington	955	918	90	106	9	12
West Virginia	579	535	151	180	26	34
Wisconsin	1,379	1,378	370	332	27	24
Wyoming	129	134	13	18	10	13
Puerto Rico	1,360	1,505	184	967	14	64
Bureau of Indian Affairs	167	169	116	108	69	64
Nation	52,633	53,494	10,235	11,936	19	22

a/ Schools may be identified for program improvement for more than one year. As a result, the total figures from one year to the next may include some of the same schools.

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Table 2.12

Number of LEAs with Schools Identified for Program Improvement, by State, 1990–91 and 1991–92

State	Number of LEAs 1990–91	1991–92
Alabama	62	87
Alaska	15	10
Arizona	82	90
Arkansas	124	146
California	86	97
Colorado	52	71
Connecticut	22	30
Delaware	8	6
District of Columbia	1	1
Florida	44	51
Georgia	85	88
Hawaii	7	7
Idaho	48	52
Illinois	192	205
Indiana	139	88
Iowa	71	76
Kansas	65	60
Kentucky	60	123
Louisiana	50	44
Maine	38	60
Maryland	20	20
Massachusetts	59	43
Michigan	175	251
Minnesota	79	99
Mississippi	121	115
Missouri	122	129
Montana	53	25
Nebraska	113	124
Nevada	7	6
New Hampshire	25	13
New Jersey	162	145
New Mexico	30	24
New York	121	53
North Carolina	102	103
North Dakota	38	33
Ohio	109	144
Oklahoma	65	71
Oregon	15	18
Pennsylvania	247	206
Rhode Island	20	23
South Carolina	65	51
South Dakota	66	41
Tennessee	139	88
Texas	242	211
Utah	23	22
Vermont	32	31
Virginia	64	61
Washington	42	56
West Virginia	37	47
Wisconsin	148	140
Wyoming	8	15
Puerto Rico	1	100
Bureau of Indian Affairs	116	108
Nation	3,917	4,008

Table 3.1

Chapter 1 LEA Program Allocations and Participation
1990–91 and 1991–92

State	Basic and Concentration Grants Combined			Total Chapter 1 Participation		
	1990–91	1991–92	Percent Change	1990–91	1991–92	Percent Change
Alabama	$103,648,970	$121,559,125	17	129,131	134,138	4
Alaska	7,871,670	9,039,059	15	5,828	7,520	29
Arizona	52,616,311	58,873,468	12	80,642	86,177	7
Arkansas	57,643,608	67,386,728	17	72,050	76,588	6
California	463,174,140	511,559,444	10	1,164,728	1,209,900	4
Colorado	42,950,446	44,320,124	3	37,800	38,550	2
Connecticut	50,454,091	58,508,383	16	50,123	53,526	7
Delaware	13,390,099	15,851,668	18	10,161	10,798	6
District of Columbia	22,021,751	25,838,942	17	14,436	14,763	2
Florida	204,201,699	235,930,168	16	182,145	190,193	4
Georgia	130,492,327	160,691,129	23	142,554	154,890	9
Hawaii	13,440,172	15,063,746	12	14,607	14,669	0
Idaho	13,784,286	15,963,264	16	22,184	26,027	17
Illinois	224,098,707	270,088,512	21	160,479	173,650	8
Indiana	71,751,410	84,502,450	18	94,258	94,167	-0
Iowa	39,469,513	43,582,243	10	38,630	37,782	-2
Kansas	30,706,261	35,667,933	16	35,065	36,400	4
Kentucky	85,951,394	100,669,520	17	97,786	105,964	8
Louisiana	115,032,506	134,603,712	17	108,791	137,433	26
Maine	22,896,996	27,642,158	21	26,288	27,963	6
Maryland	79,058,419	92,137,272	17	69,901	68,601	-2
Massachusetts	109,596,178	128,376,639	17	75,432	94,272	25
Michigan	184,616,537	215,307,156	17	159,806	172,904	8
Minnesota	55,234,446	62,601,024	13	71,397	77,791	9
Mississippi	93,466,026	109,345,974	17	145,192	157,077	8
Missouri	80,059,090	93,971,900	17	81,471	93,634	15
Montana	13,221,188	14,337,183	8	13,801	15,567	13
Nebraska	22,509,710	24,739,701	10	27,218	30,194	11
Nevada	8,219,905	12,115,649	47	10,206	11,548	13
New Hampshire	11,505,334	12,936,207	12	13,149	13,880	6
New Jersey	156,949,117	182,322,803	16	176,639	175,419	-1
New Mexico	37,054,810	40,185,168	8	39,032	44,276	13
New York	516,825,606	606,413,788	17	399,499	438,727	10
North Carolina	112,045,540	134,520,722	20	115,526	124,424	8
North Dakota	9,791,008	13,285,888	36	10,037	10,806	8
Ohio	165,715,770	199,388,668	20	151,347	146,343	-3
Oklahoma	46,595,384	54,058,507	16	57,506	58,595	2
Oregon	38,312,811	43,294,628	13	44,693	48,459	8
Pennsylvania	231,883,563	275,159,841	19	224,570	230,938	3
Rhode Island	18,091,544	21,112,145	17	15,361	15,107	-2
South Carolina	74,310,903	86,854,170	17	61,187	65,479	7
South Dakota	14,571,984	17,041,718	17	13,498	14,359	6
Tennessee	101,478,690	119,194,285	17	118,188	127,728	8
Texas	307,473,887	352,572,786	15	402,283	455,359	13
Utah	16,388,535	18,988,132	16	31,252	32,587	4
Vermont	10,740,482	12,425,464	16	10,086	11,394	13
Virginia	97,562,531	114,253,374	17	72,025	74,088	3
Washington	53,042,389	58,630,638	11	60,091	60,283	0
West Virginia	43,037,845	46,405,373	8	36,334	33,332	-8
Wisconsin	68,076,535	80,564,195	18	66,326	70,466	6
Wyoming	5,827,410	6,687,103	15	5,015	5,254	5
Puerto Rico	176,099,991	221,583,987	26	264,648	274,853	4
Bureau of Indian Affairs	27,344,592	31,276,152	14	17,168	18,777	9
Nation	$4,752,304,117	$5,539,430,016	17	5,547,570	5,903,619	9

Table 3.2

Allocation Per Participant for the Chapter 1 LEA Program —
1990–91 and 1991–92 a/

State	Allocation Per Participant 1990–91	1991–92	Percent Change
Alabama	$803	$906	13
Alaska	1,351	1,202	-11
Arizona	652	683	5
Arkansas	800	880	10
California	398	423	6
Colorado	1,136	1,150	1
Connecticut	1,007	1,093	9
Delaware	1,318	1,468	11
District of Columbia	1,525	1,750	15
Florida	1,121	1,240	11
Georgia	915	1,037	13
Hawaii	920	1,027	12
Idaho	621	613	-1
Illinois	1,396	1,555	11
Indiana	761	897	18
Iowa	1,022	1,154	13
Kansas	876	980	12
Kentucky	879	950	8
Louisiana	1,057	979	-7
Maine	871	989	13
Maryland	1,131	1,343	19
Massachusetts	1,453	1,362	-6
Michigan	1,155	1,245	8
Minnesota	774	805	4
Mississippi	644	696	8
Missouri	983	1,004	2
Montana	958	921	-4
Nebraska	827	819	-1
Nevada	805	1,049	30
New Hampshire	875	932	7
New Jersey	889	1,039	17
New Mexico	949	908	-4
New York	1,294	1,382	7
North Carolina	970	1,081	11
North Dakota	975	1,229	26
Ohio	1,095	1,362	24
Oklahoma	810	923	14
Oregon	857	893	4
Pennsylvania	1,033	1,191	15
Rhode Island	1,178	1,398	19
South Carolina	1,214	1,326	9
South Dakota	1,080	1,187	10
Tennessee	859	933	9
Texas	764	774	1
Utah	524	583	11
Vermont	1,065	1,091	2
Virginia	1,355	1,542	14
Washington	883	973	10
West Virginia	1,185	1,392	18
Wisconsin	1,026	1,143	11
Wyoming	1,162	1,273	10
Puerto Rico	665	806	21
Bureau of Indian Affairs	1,593	1,666	5
Nation	$857	$938	10

a/ The Chapter 1 allocation per participant figures were computed in the following way: the allocation to the State for a given year was divided by the number of total Chapter 1 participants the State reported during that year. The allocation information was obtained from the ED Budget Office. This calculation does not take into account funds that may have been carried over from the previous year.

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Table 3.3

Number of LEAs Receiving Basic Grants and Number of LEAs Receiving Basic Grants that Also Received Concentration Grants, by State, 1991–92

State	Number of LEAs that Received Basic Grants	Number of LEAs that also Received Concentration Grants
Alabama	128	124
Alaska	53	35
Arizona	215	138
Arkansas	321	283
California	980	347
Colorado	175	62
Connecticut	161	14
Delaware	19	13
District of Columbia	1	1
Florida	67	60
Georgia	183	147
Hawaii	1	0
Idaho	114	82
Illinois	881	222
Indiana	292	26
Iowa	425	150
Kansas	304	57
Kentucky	175	136
Louisiana	66	61
Maine	181	87
Maryland	24	7
Massachusetts	323	27
Michigan	558	140
Minnesota	425	176
Mississippi	154	148
Missouri	595	256
Montana	314	147
Nebraska	400	210
Nevada	16	4
New Hampshire	235	132
New Jersey	582	141
New Mexico	88	73
New York	717	268
North Carolina	133	107
North Dakota	243	192
Ohio	610	163
Oklahoma	565	384
Oregon	294	250
Pennsylvania	501	92
Rhode Island	38	4
South Carolina	91	79
South Dakota	172	133
Tennessee	139	103
Texas	960	535
Utah	40	31
Vermont	252	147
Virginia	121	70
Washington	284	50
West Virginia	55	51
Wisconsin	421	56
Wyoming	46	19
Puerto Rico	1	1
Bureau of Indian Affairs a/	169	--
Nation	14,308	6,241

a/ The Bureau of Indian Affairs does not receive Concentration Grant funding

Table 3.4

State Program Improvement Grants, by State
1991–92

State	Grant Amount
Alabama	$289,865
Alaska	90,000
Arizona	156,142
Arkansas	169,396
California	1,443,211
Colorado	115,009
Connecticut	150,645
Delaware	90,000
District of Columbia	90,000
Florida	615,583
Georgia	385,795
Hawaii	90,000
Idaho	90,000
Illinois	697,432
Indiana	214,576
Iowa	105,459
Kansas	97,669
Kentucky	246,172
Louisiana	327,864
Maine	90,000
Maryland	225,456
Massachusetts	341,537
Michigan	543,575
Minnesota	155,841
Mississippi	261,333
Missouri	226,414
Montana	90,000
Nebraska	90,000
Nevada	90,000
New Hampshire	90,000
New Jersey	446,286
New Mexico	97,936
New York	1,478,696
North Carolina	324,899
North Dakota	90,000
Ohio	486,654
Oklahoma	129,515
Oregon	136,906
Pennsylvania	696,885
Rhode Island	90,000
South Carolina	205,921
South Dakota	90,000
Tennessee	280,406
Texas	936,900
Utah	90,000
Vermont	90,000
Virginia	272,785
Washington	172,818
West Virginia	110,297
Wisconsin	197,331
Wyoming	90,000
Puerto Rico	526,599
Bureau of Indian Affairs a/	--
Nation	14,709,808

a/ The Bureau of Indian Affairs does not receive State Program Improvement Grant funding.

Table 4.1

Chapter 1 State Agency Neglected or Delinquent Students
by Institutional Designation, 1991-92

	Number	Percent
Neglected	2,822	4
Delinquent	39,121	61
Adult Correctional	21,748	34
Total	63,691	100

Table 4.2

Total Chapter 1 State Agency Neglected or Delinquent Students
by Age Span -- 1990-91 and 1991-92

Age Span (Years)	1990-91		1991-92		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
0 - 9	209	*	174	*	-17
10 - 13	2,812	5	3,219	5	14
14 - 16	23,473	38	24,369	38	4
17 - 20	35,185	57	35,929	56	2
Total	61,679	100	63,691	100	3

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

Table 4.3

Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency
Neglected or Delinquent Students by Age Span -- 1990-91 and 1991-92

Age Span (Years)	1990-91		1991-92		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Neglected					
0 - 9	195	8	172	6	-12
10 - 13	662	26	602	21	-9
14 - 16	1,376	53	1,438	51	5
17 - 20	343	13	610	22	78
Total	2,576	100	2,822	100	10
Delinquent					
0 - 9	14	*	2	*	-86
10 - 13	2,145	6	2,256	6	5
14 - 16	21,420	55	21,521	55	*
17 - 20	15,225	39	15,342	39	1
Total	38,804	100	39,121	100	1
Adult Correctional					
0 - 9	0	--	0	--	--
10 - 13	5	*	361	2	7,120
14 - 16	677	3	1,410	6	108
17 - 20	19,617	97	19,977	92	2
Total	20,299	100	21,748	100	7

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

Table 4.4

Total Chapter 1 State Agency Neglected or Delinquent Students
Receiving Chapter 1 Services by Service Area -- 1991-92

	Total	
	Number	Percent Served
Instructional		
Reading	39,584	62
Other Language Arts	20,510	32
Mathematics	40,336	63
Other Instructional	10,285	16
Supporting		
Attendance, Social Work, and Guidance	7,755	12
Health and Nutrition	5,376	8
Transportation	148	*
Other Supporting	2,938	5
Participant Count[a/]	63,691	

* Less than 1 percent.

a/ This figure represents the number of participants reported by institutional designation. (See Table 4.1)

Table 4.5

Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1991-92

	Neglected		Delinquent		Adult Correctional	
	Number	Percent Served	Number	Percent Served	Number	Percent Served
Instructional						
Reading	2,285	81	24,725	63	12,574	58
Other Language Arts	83	3	13,340	34	7,087	33
Mathematics	1,799	64	25,873	66	12,664	58
Other Instructional	122	4	7,111	18	3,052	14
Supporting						
Attendance, Social Work, and Guidance	49	2	3,383	9	4,323	20
Health and Nutrition	0	--	1,053	3	77	*
Transportation	0	--	148	*	0	--
Other Supporting	19	1	2,360	6	559	3
Participant Count[a/]	2,822		39,121		21,748	

* Less than 1 percent.

a/ These figures represent the number of participants reported by institutional designation. (See Table 4.1)

Table 4.6

Chapter 1 State Agency Neglected or Delinquent Students by Racial/Ethnic Classification -- 1990-91 and 1991-92

Racial/Ethnic Classification	1990-91		1991-92		Percent Change in Number
	Number	Percent	Number	Percent	
Native American or Alaskan Native	1,095	2	1,135	2	4
Asian or Pacific Islander	1,175	2	906	1	-23
Black, not Hispanic	28,880	47	30,516	48	6
Hispanic	9,594	16	10,338	16	8
White, not Hispanic	21,103	34	20,822	33	-1
Total	61,847[a/]	100	63,734[a/]	100	3

a/ In 1990-91 and 1991-92, the totals will not correspond to the totals on Table 4.2 because, for both years, the total number reported by racial/ethnic classification was not the same as the total number reported by age span.

Table 4.7

Chapter 1 State Agency Neglected or Delinquent Students
by Gender -- 1990-91 and 1991-92

Gender	1990-91		1991-92		Percent Change in Number
	Number	Percent	Number	Percent	
Male	56,025	91	57,863	91	3
Female	5,758	9	5,881	9	2
Total	61,783[a/]	100	63,744[a/]	100	3

a/ In 1990-91 and 1991-92, the totals in this table will not correspond to the totals on Table 4.2 because, for both years, the total number reported by gender was not the same as the total number reported by age span.

Table 4.8

Number of Percent of Eligible State Agency N or D Participants Receiving Chapter 1 Services, by State, 1991-92

State	Number of Students Eligible to Receive Services	Total Number of Participants	Percent of Eligible Students Served
Alabama	5,126	2,364	46
Alaska	316	273	86
Arizona	1,668	1,571	94
Arkansas	1,146	480	42
California	9,750	2,700	28
Colorado	498	381	77
Connecticut	2,186	2,186	100
Delaware	97	97	100
District of Columbia	2,105	541	26
Florida	2,368	2,156	91
Georgia	2,753	1,184	43
Hawaii	701	701	100
Idaho	380	165	43
Illinois	2,210	1,775	80
Indiana	2,260	1,245	55
Iowa	570	462	81
Kansas	1,271	1,164	92
Kentucky	1,750	1,006	57
Louisiana	2,156	1,272	59
Maine	632	630	100
Maryland	2,291	1,381	60
Massachusetts	1,521	713	47
Michigan	2,645	1,602	61
Minnesota	342	273	80
Mississippi	647	452	70
Missouri	910	910	100
Montana	422	382	91
Nebraska	1,044	799	77
Nevada	576	519	90
New Hampshire	271	127	47
New Jersey	2,903	1,238	43
New Mexico	1,187	924	78
New York	11,183	5,304	47
North Carolina	5,978	2,849	48
North Dakota	56	56	100
Ohio	5,110	3,395	66
Oklahoma	501	430	86
Oregon	1,116	1,081	97
Pennsylvania	1,129	921	82
Rhode Island	536	435	81
South Carolina	3,862	1,381	36
South Dakota	258	154	60
Tennessee	2,747	1,104	40
Texas	5,390	2,543	47
Utah	938	758	81
Vermont	419	364	87
Virginia	2,120	2,120	100
Washington	7,515	4,548	61
West Virginia	960	516	54
Wisconsin	2,147	1,563	73
Wyoming	416	222	53
Puerto Rico	2,531	2,531	100
Bureau of Indian Affairs a/	--	--	
Nation	109,614	63,948	58

a/ The Bureau of Indian Affairs does not receive State N or D funding.

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Table 4.9

Chapter 1 Allocations for the
State Agency Neglected or Delinquent Program —
1990–91 and 1991–92

State	State N or D Allocations 1990–91	1991–92	Percent Change
Alabama	$353,923	$347,217	-2
Alaska	157,971	175,627	11
Arizona	406,356	354,055	-13
Arkansas	244,006	271,083	11
California	3,009,989	3,257,473	8
Colorado	267,869	247,148	-8
Connecticut	456,647	448,153	-2
Delaware	93,750	85,317	-9
District of Columbia	366,872	615,129	68
Florida	899,554	1,044,664	16
Georgia	677,282	715,018	6
Hawaii	52,088	72,865	40
Idaho	86,898	96,898	12
Illinois	949,125	1,100,054	16
Indiana	632,084	792,677	25
Iowa	313,293	308,814	-1
Kansas	706,103	652,983	-8
Kentucky	523,116	552,549	6
Louisiana	544,409	604,458	11
Maine	238,537	268,959	13
Maryland	1,121,332	926,586	-17
Massachusetts	713,026	751,824	5
Michigan	1,401,112	1,335,818	-5
Minnesota	256,146	273,067	7
Mississippi	322,847	408,932	27
Missouri	436,771	477,629	9
Montana	137,996	133,338	-3
Nebraska	200,354	192,265	-4
Nevada	210,056	198,099	-6
New Hampshire	127,230	171,588	35
New Jersey	1,772,206	1,864,419	5
New Mexico	265,839	267,046	*
New York	3,447,730	4,191,699	22
North Carolina	1,030,693	1,018,966	-1
North Dakota	38,035	38,981	2
Ohio	2,293,159	2,766,000	21
Oklahoma	171,494	202,447	18
Oregon	657,800	675,413	3
Pennsylvania	1,018,996	1,198,246	18
Rhode Island	245,157	280,312	14
South Carolina	759,065	1,011,083	33
South Dakota	80,568	90,553	12
Tennessee	707,271	736,539	4
Texas	1,339,900	1,322,357	-1
Utah	166,315	192,065	15
Vermont	119,125	109,638	-8
Virginia	519,245	863,092	66
Washington	1,063,206	1,137,567	7
West Virginia	220,535	240,134	9
Wisconsin	641,480	696,254	9
Wyoming	158,834	136,580	-14
Puerto Rico	167,605	187,853	12
Bureau of Indian Affairs a/			
Total	$32,791,000	$36,107,531	10

* Less than 1 percent.

a/ Bureau of Indian Affairs does not receive State N or D funding.

APPENDICES

APPENDIX A

CHAPTER 1 EVALUATION REQUIREMENTS

Evaluation requirements have been part of the Title I/Chapter 1 law since its inception, but States were not required to report to the Federal government in a uniform way until 1979. Beginning with the 1979-80 school year, each State educational agency (SEA) compiled reports from each of its public school districts, or an approved representative sample of its districts, and submitted a State report (known as the State Performance Report) to the U.S. Department of Education (ED).[1] The State Performance Report used for the 1991-92 school year is the fourth to incorporate the new provisions of P.L. 100-297.

Under the revised form, beginning with the 1988-89 school year, States are required to submit the following information annually to ED:

The Chapter 1 LEA Program

- the number of school districts receiving basic and concentration grants;
- the number of schools operating Chapter 1 programs;
- the number of public and nonpublic students eligible to participate in Chapter 1;
- the number of Chapter 1 participants by gender, racial/ethnic classification, and year of birth;
- the number of public, nonpublic, and local neglected or delinquent (N or D) participants by grade;
- the number of participants who are handicapped or limited English proficient;

[1]If a State sampled its school districts for reporting participation and staffing information, the inclusion or exclusion of districts in any reporting year may account for fluctuations in the figures from year to year. The 1986-87 school year was the last year that any States reported participation and staffing information based on a sample of school districts.

- the number of public, nonpublic, and local N or D participants by type of instructional and supporting services received;
- the number of full-time equivalent (FTE) staff funded by Chapter 1 by category;
- the number of school districts and schools subject to school program improvement provisions;
- the number of schools operating schoolwide projects;
- the number of school districts operating innovation projects;
- achievement information in reading, mathematics, and language arts for an annual test cycle; and
- achievement scores for more advanced skills for reading and mathematics.

The Chapter 1 State Agency Neglected or Delinquent (N or D) Program

Number of participants:

- by gender;
- by age span by institutional designation (neglected, delinquent, and adult correctional);
- by service area by institutional designation;
- by race/ethnicity; and
- eligible for and receiving services.

APPENDIX B

REPORTING PROBLEMS

Although State Performance Report data has been collected and reported since the 1979-80 school year, in recent years concerns have been raised regarding the appropriate use and interpretation of the data. Some of these issues are examined below.

Data Quality

Although the yearly data submitted by the States goes through an extensive edit check process, data anomalies occur. For example:

- Since the 1979-80 school year, California has reported a figure that includes students in Chapter 1 programs plus those enrolled in State compensatory education programs. This combined figure overstates the actual number of Chapter 1 participants. To resolve this situation, in 1987, the U.S. Department of Education and the California State Department of Education reached an agreement to allocate to Chapter 1 only a portion of the total number of participants and staff in California, according to a formula based on the proportion of funding received from Federal versus State programs.[1] This adjustment serves as a proxy for actual counts of Chapter 1 students.

- For the last several years, Missouri's counts of Chapter 1 students by race/ethnicity, gender, year of birth, and grade have differed, and attempts have been made to reconcile these totals. Nevertheless, the total count of children has resulted in large year-to-year fluctuations in the count used for this report. State officials have said that they believe that the reported data are sufficiently accurate if the total counts are within 10 percent of each other.

---

[1]For a given year, a percentage is determined by dividing California's Chapter 1 funding by the sum of its Chapter 1 and State Compensatory Education (SCE) funding (Chapter 1/ ((Chapter 1 + SCE)). The resulting percentage is then applied to the reported number of participants and staff in order to estimate the number of Chapter 1 participants and staff in California. This percentage has ranged from 70.5 percent in 1979-80 to 86.6 percent in 1991-92.

- For the 1990-91 school year, Texas reported serving a total of 512 LEP students under Chapter 1. Although this figure did not appear reasonable, State officials were unable to revise it. Therefore, the figure reported for 1989-90 (86,866) was used as a proxy.

- Several States do not appear to be collecting actual information on participants' year of birth from school districts. Instead, for the purposes of Federal reporting, birth years are estimated for different grade levels.

The Chapter 1 Implementation Study[2] collected district level achievement information and, in the course of this data collection, determined that many Chapter 1 coordinators are not well grounded in standardized testing and how to assess the completeness of test score information. This may result in the submission of incomplete or implausible information. Examples include:

- Districts submitted data where the number of Chapter 1 students pretested was greater than the number of students enrolled in Chapter 1; and

- The number of students reported by the district with matched pre- and post-test scores exceeded the number of students pretested.

Since the same Chapter 1 coordinators are also responsible for compiling and reporting the achievement data for the State Performance Reports, it is possible that these data have similar problems.

Unit of Analysis

Although the data presented in this report provide a picture of Chapter 1 participation at the national and State levels, it is limited in several respects. First, the smallest unit of analysis available is the State level. It is not possible to examine Chapter 1 participation by individual district or analyze the data in conjunction with other databases at the LEA level (such as the Common Core of Data or the General Education Provisions Act (GEPA) Section 406A data collection). Second, since the data collected are not matched information, it is not possible to perform student-level analysis (e.g., service delivery by grade or achievement

[2]The Chapter 1 Implementation Study: Interim Report, Abt Associates, 1992.

results by gender). Similarly, we know how many students received each instructional and supporting service, but do not know how many of the services each individual student received. Finally, the instructional and supporting service data do not give any indication of the intensity of services received by each student.

Use of Norm Referenced Tests (NRTs)

While NRTs have a number of strengths (particularly that they can produce objective, reliable information for an investment of relatively little time and money), the NRT achievement data collected by the State Performance Reports do not reflect the advances made in cognitive science in recent years. Unlike the NRTs, newer student assessment instruments evaluate the students' ability to synthesize information and demonstrate their skills in solving real-world problems. Also, the State Performance Reports' dependence on a normative standard has been questioned. Setting program goals toward average performance of other students can limit what is expected and what is taught. In addition, the present reporting system does not fully support the legislative mandate to examine advanced skills. Reporting reading comprehension and mathematics applications/problem solving subtests falls short of the mandate. Although these subtests approach an assessment of advanced skills, the multiple choice format limits the student to one problem solving strategy rather than applying the variety of skills necessary to answer open-ended questions.

There are substantial limitations to using NRTs to select schools for program improvement. Currently a school is targeted for program improvement if the aggregate achievement scores of Chapter 1 students show no change or decline over the course of the year. However, because of the tests' relatively large standard error, some schools are identified for program improvement -- only to show a score gain without any intervention. Many program improvements may take longer than an academic year to be reflected in results--and implementation of reforms sometimes causes an initial decline in test scores. Moreover, narrow emphasis on scores can encourage coaching students to score well on the test, rather than focusing on mastering the curriculum. Finally, the NRTs provide little guidance on how to improve individual instruction or modify school programs.

Alternative Chapter 1 Data

Many of the problems discussed above are absent from the Congressionally-mandated Prospects study, which measures the characteristics and achievement of a nationally representative cohort of Chapter 1 and non-Chapter 1 participants. The use of common participation and achievement measures provides reliable point-in-time and longitudinal data for reliable analysis of school poverty, parent involvement, teacher preparation, the range of programs offered to students, and other factors influencing student achievement.

Differences in the methods used to collect State-reported versus Prospects data are reflected in analyses and findings. While State-reported data indicate pre- to post-test gains for Chapter 1 students in reading, math, and other areas between 1991 and 1992, comparable national data in Prospects show relatively little change, overall, in student achievement with Chapter 1 students failing to close the achievement gap with other students and unlike the State-reported data which cannot be disaggregated below the State level, Prospects identifies lagging student achievement as a particular problem in schools with high concentrations of poverty.

APPENDIX C

DATA COLLECTION FORM, SCHOOL YEAR 1991-92

Form approved
OMB No. 1810-0037
Expiration Date: 07/31/92

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

INSTRUCTIONS FOR COMPLETING STATE PERFORMANCE REPORT (CHAPTER 1 BASIC GRANTS AND STATE NEGLECTED AND DELINQUENT)

PART I. CHAPTER 1 PARTICIPATION INFORMATION - REGULAR SCHOOL TERM

ITEM A. Enter the number of local educational agencies (LEAs) that received (1) Chapter 1 Basic Grants and (2) Chapter 1 Concentration Grants.

ITEM B. Enter the number of public schools that operated Chapter 1 projects during the regular school year.

ITEM C. Enter the number of public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged (i.e., children whose educational attainment is below the level that is appropriate for children of their age). Note: include in children in all eligible attendance areas and all grades (K-12), whether or not the attendance area or grade is participating in the Chapter 1 program.

ITEM D1. Enter the number of Chapter 1 participants during the regular school year by gender. Enter total.

ITEM D2. Enter the number of Chapter 1 participants during the regular school year who were of each designated racial/ethnic group. Enter total.

ITEM D3. Enter the number of Chapter 1 participants born in each indicated year. Enter total.

ITEM D4. Enter for each grade the number of Chapter 1 participants during the regular school year in (a) public schools, (b) nonpublic schools, and (c) local institutions for the neglected or delinquent (n or d). Do not include students in State institutions. Enter combined public, nonpublic, local n or d total. The totals for items D1, D2, D3 and D4 should be the same. If not, explain any discrepancies.

ITEM D5. Enter the number of participants in D4 with handicapping conditions (i.e., children with individualized educational plans required by P.L. 94-142).

ITEM D6. Enter the number of participants in D4 with limited English proficiency as determined by State or local criteria.

ITEM E. Enter the number of participants who received each category of service as (a) public school students, (b) nonpublic school students, or (c) students from local institutions for the n or d. Enter the total of each category of service in the last column.

PART II. CHAPTER 1 STAFF INFORMATION

Enter the number of full-time equivalent staff during the regular school year funded by Chapter 1 according to job category. "Staff providing supporting services" should include only non-clerical staff providing the supporting services listed in Part I, Item E.

PART III. CHAPTER 1 PROGRAM INFORMATION - REGULAR SCHOOL TERM

ITEM A. Enter the number of school districts that have schools planning or implementing School Program Improvement plans, under Section 1021 of the Act.

ITEM B. Enter the number of schools that are planning and/or implementing School Program Improvement plans under Section 1021 of the Act.

ITEM C. Enter the number of schools that have school wide projects, under Section 1015 of the Act.

ITEM D. Enter the number of school districts that have innovative projects, as specified in Section 1011(b) of the Act.

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION - REGULAR SCHOOL TERM

Complete a separate page (use extra sheets as necessary) for achievement data for each subject matter area listed, and mark the appropriate label. In assessing achievement in language arts, an LEA may use tests designed to measure language arts or reading.

Form approved
OMB No. 1810-0037
Expiration Date: 07/31/92

U.S. DEPARTMENT OF EDUCATION

Public reporting burden for this collection is estimated to average 440.9 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1810-0037, Washington, D.C. 20503.

STATE PERFORMANCE REPORT

CHAPTER 1, BASIC GRANTS AND STATE NEGLECTED AND DELINQUENT

Each State educational agency (SEA) shall collect data on the race, age, gender, number of children served by grade level and number with handicapping conditions served by programs assisted under this chapter and annually submit such data to the Secretary. In accordance with national standards, each SEA shall conduct an evaluation of the programs assisted under this chapter at least every two years and submit that evaluation to the Secretary. (Section 1019 of Chapter 1 of Title I of ESEA)

SCHOOL YEAR _____

NAME OF STATE EDUCATIONAL AGENCY (SEA) OFFICE OR UNIT SUBMITTING THIS REPORT

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)

NAME OF PERSON TO BE CONTACTED ABOUT THIS REPORT | TITLE

CONTACTS TELEPHONE NUMBER (AREA CODE NUMBER AND EXTENSION)

INFORMATION, COMMENTS, AND RECOMMENDATIONS ON SOURCES OF DATA, METHODS OF SECURING AND COMPILING DATA, AND RECOMMENDATIONS FOR FUTURE STATE REPORTS

CERTIFICATION

THIS REPORT CONTAINS THE MOST ACCURATE DATA AVAILABLE TO THIS SEA.

SIGNATURE | TITLE | DATE

ED 10-6862
REVISED 11/88

PART I. CHAPTER 1 PARTICIPATION INFORMATION REGULAR SCHOOL TERM

OMB No. 1810-0037
Exp. Date: 07/31/92

_____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:

A. GIVE THE NUMBER OF SCHOOL DISTRICTS RECEIVING CHAPTER 1 FUNDS.

_____ BASIC GRANTS _____ CONCENTRATION GRANTS

B. GIVE THE NUMBER OF SCHOOLS OPERATING CHAPTER 1 PROJECTS.

_____

C. GIVE THE NUMBER OF CHILDREN ELIGIBLE TO PARTICIPATE IN CHAPTER 1 DURING THE REGULAR TERM. _____ PUBLIC _____ NONPUBLIC

D. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS DURING THE REGULAR TERM.

1. BY GENDER _____ MALE _____ FEMALE _____ TOTAL

2. BY RACIAL/ETHNIC GROUP

_____ AMERICAN INDIAN OR ALASKAN NATIVE
_____ ASIAN OR PACIFIC ISLANDER
_____ BLACK, NOT HISPANIC
_____ HISPANIC
_____ WHITE, NOT HISPANIC
_____ TOTAL

3. BY YEAR OF BIRTH

1968	_____	1975	_____	1982	_____
1969	_____	1976	_____	1983	_____
1970	_____	1977	_____	1984	_____
1971	_____	1978	_____	1985	_____
1972	_____	1979	_____	1986	_____
1973	_____	1980	_____	1987	_____
1974	_____	1981	_____	1988	_____
				TOTAL	_____

4. BY GRADE AND PUBLIC / NONPUBLIC / LOCAL NEGLECTED OR DELINQUENT DESIGNATION

GRADE	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
PRE-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

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_____
STATE NAME

EXPLAIN ANY DISCREPANCIES AMONG THE TOTAL COUNTS REPORTED IN RESPONSE TO QUESTIONS D 1-4.

_____ 5. OF THOSE COUNTED IN NUMBER 4, GIVE THE NUMBER OF STUDENTS WITH HANDICAPPING CONDITIONS.

_____ 6. OF THOSE COUNTED IN NUMBER 4, GIVE THE NUMBER OF LIMITED ENGLISH PROFICIENT STUDENTS.

E. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS DURING THE REGULAR TERM BY TYPE OF SERVICE AND PUBLIC / NONPUBLIC / INSTITUTIONAL DESIGNATION.

SERVICE AREA	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
INSTRUCTIONAL				
READING				
OTHER LANGUAGE ARTS NOT ABOVE				
MATHEMATICS				
OTHER (SPECIFY)				
SUPPORTING				
GUIDANCE SOCIAL WORK				
HEALTH NUTRITION				
PUPIL TRANSPORTATION				
OTHER (SPECIFY)				

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PART II. CHAPTER 1 STAFF INFORMATION

_____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:
GIVE THE NUMBER OF STAFF EMPLOYED IN CHAPTER 1 PROJECTS DURING THE REGULAR TERM.
REPORT IN FULL-TIME EQUIVALENTS BY JOB CLASSIFICATION.

JOB CLASSIFICATION	FULL-TIME EQUIVALENTS
ADMINISTRATORS (NON CLERICAL)	
TEACHERS	
TEACHER AIDES	
STAFF PROVIDING SUPPORTING SERVICES (NON CLERICAL)	
CLERICAL STAFF	
OTHER (SPECIFY)	

PART III. CHAPTER 1 PROGRAM INFORMATION REGULAR SCHOOL TERM

FOR THE PERIOD COVERED BY THIS REPORT:

_____ GIVE THE NUMBER OF LEAs WITH SCHOOLS SUBJECT TO SCHOOL PROGRAM IMPROVEMENT PROVISIONS.

_____ GIVE THE NUMBER OF SCHOOLS SUBJECT TO SCHOOL PROGRAM IMPROVEMENT PROVISIONS.

_____ GIVE THE NUMBER OF SCHOOLS OPERATING SCHOOLWIDE PROJECTS.

_____ GIVE THE NUMBER OF LEAs OPERATING INNOVATIVE PROJECTS.

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PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION REGULAR SCHOOL TERM

_____
STATE NAME

SUBJECT MATTER: BASIC SKILLS _____ READING _____ MATHEMATICS

_____ OTHER LANGUAGE ARTS

ADVANCED SKILLS _____ READING COMPREHENSION

_____ MATH PROBLEMS & APPLICATIONS

FOR THE PERIOD COVERED BY THIS REPORT:

A. STATEWIDE ACHIEVEMENT FOR THE REGULAR SCHOOL YEAR BY GRADE LEVEL FOR ANNUAL EVALUATIONS.

CHAPTER 1 PARTICIPANTS BY GRADE		CHAPTER 1 PARTICIPANTS WITH PRE AND POST-TEST SCORES(N)	PRE-TEST NCE SCORE (WEIGHTED MEAN)	POST-TEST NCE SCORE (WEIGHTED MEAN)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

_____ B. TOTAL NUMBER OF CHAPTER 1 STUDENTS INCLUDED IN THE ABOVE STATEWIDE ACHIEVEMENT DATA WHO ATTEND NONPUBLIC SCHOOLS.

ARE YOUR ACHIEVEMENT DATA INCLUDED IN THE ABOVE SUBJECT MATTER SUMMARIES COLLECTED:

_____ FROM ALL SCHOOL DISTRICTS

_____ IN CONFORMANCE WITH AN APPROVED SAMPLING PLAN

_____ NEITHER

IF NEITHER, EXPLAIN THE REASON(S).

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PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION REGULAR SCHOOL TERM (CON'T)

_____
STATE NAME

SUBJECT MATTER: BASIC SKILLS _____ READING _____ MATHEMATICS

_____ OTHER LANGUAGE ARTS

ADVANCED SKILLS _____ READING COMPREHENSION

_____ MATH PROBLEMS & APPLICATIONS

FOR THE PERIOD COVERED BY THIS REPORT:

C. STATEWIDE ACHIEVEMENT FOR THE REGULAR SCHOOL YEAR BY GRADE LEVEL FOR FALL-SPRING EVALUATIONS (ONLY FOR SCHOOL YEARS 1988-89 AND 1989-90)

CHAPTER 1 PARTICIPANTS BY GRADE		CHAPTER 1 PARTICIPANTS WITH PRE AND POST-TEST SCORES(N)	PRE-TEST NCE SCORE (WEIGHTED MEAN)	POST-TEST NCE SCORE (WEIGHTED MEAN)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

_____ D. TOTAL NUMBER OF CHAPTER 1 STUDENTS INCLUDED IN THE ABOVE STATEWIDE ACHIEVEMENT DATA WHO ATTEND NONPUBLIC SCHOOLS.

ARE YOUR ACHIEVEMENT DATA INCLUDED IN THE ABOVE SUBJECT MATTER SUMMARIES COLLECTED:

_____ FROM ALL SCHOOL DISTRICTS

_____ IN CONFORMANCE WITH AN APPROVED SAMPLING PLAN

_____ NEITHER

IF NEITHER, EXPLAIN THE REASON(S).

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PART V. PARTICIPATION INFORMATION--NEGLECTED OR DELINQUENT CHILDREN IN STATE ADMINISTERED INSTITUTIONS

_____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:

_____ A. GIVE THE NUMBER OF INSTITUTIONS PROVIDING CHAPTER 1 SERVICES DURING THE SCHOOL YEAR.

B. GIVE THE NUMBER OF CHILDREN IN INSTITUTIONS

_____ 1. ELIGIBLE FOR CHAPTER 1 SERVICES DURING THE SCHOOL YEAR

_____ 2. RECEIVING CHAPTER 1 SERVICES DURING THE SCHOOL YEAR

3. OF THOSE INDICATED IN B2 ABOVE PROVIDE THE NUMBER SERVED:

a. BY GENDER _____ MALE _____ FEMALE _____ TOTAL

b. BY RACIAL/ETHNIC GROUP

_____ AMERICAN INDIAN OR ALASKAN NATIVE
_____ ASIAN OR PACIFIC ISLANDER
_____ BLACK, NOT HISPANIC
_____ HISPANIC
_____ WHITE, NOT HISPANIC
_____ TOTAL

c. BY AGE AND INSTITUTIONAL DESIGNATION

AGE	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
0-9				
10-13				
14-16				
17-20				
TOTAL				

ARE THE TOTALS IN B3(a, b, AND c) THE SAME? _____ YES _____ NO

IF NOT, EXPLAIN ANY DISCREPANCIES.

C. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS BY TYPE OF SERVICES AND INSTITUTIONAL DESIGNATION.

SERVICE AREA	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
INSTRUCTIONAL				
READING				
OTHER LANGUAGE ARTS NOT ABOVE				
MATHEMATICS				
OTHER(SPECIFY)				
SUPPORTING				
GUIDANCE SOCIAL WORK				
HEALTH NUTRITION				
PUPIL TRANSPORTATION				
OTHER(SPECIFY)				

APPENDIX D

PERCENTILE RANKS AND NORMAL CURVE EQUIVALENTS

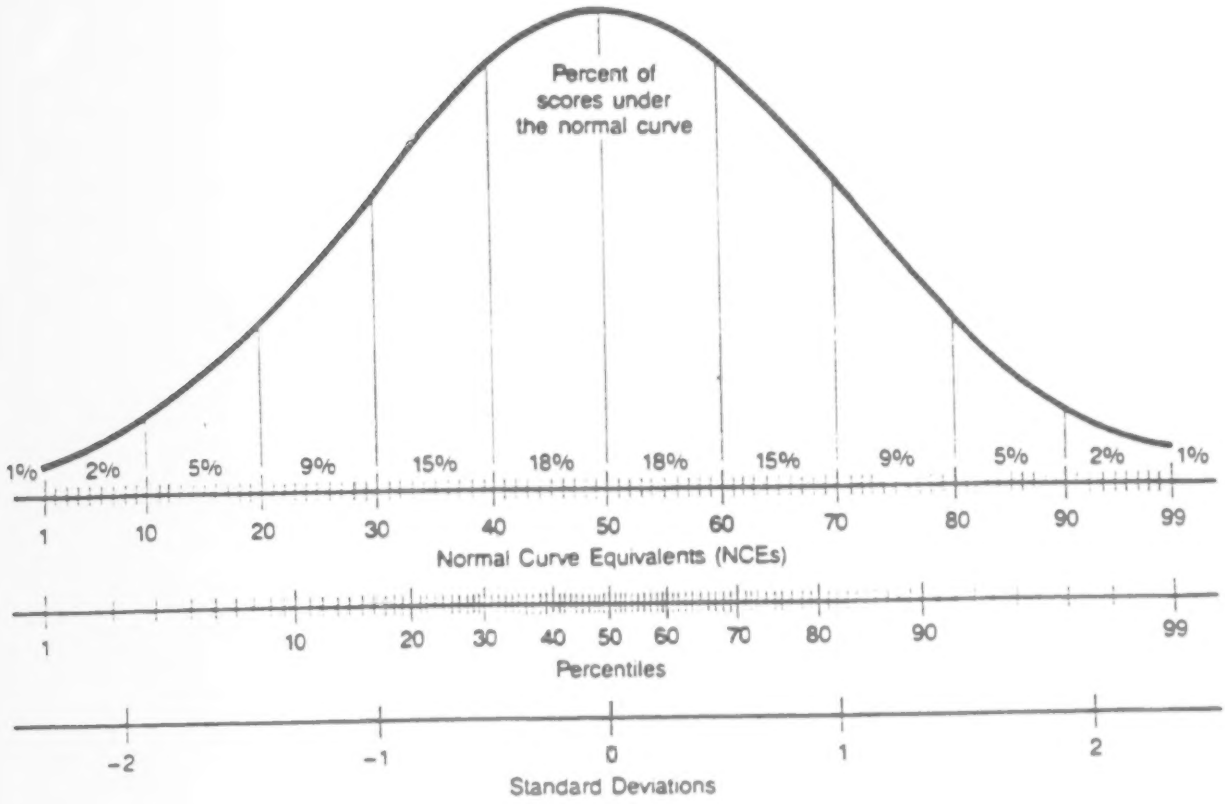
The achievement information in the body of the text is presented in percentile ranks. Percentile ranks indicate the percentage of students nationwide that obtained scores lower than that particular achievement level. A percentile rank of 50, for example, indicates the achievement level which 50 percent of all students scored below. Percentile ranks must be interpreted cautiously because they are not based on an equal-interval scale. This means that a child who increases achievement by 10 percentile points, from 45 to 55 for example, has not learned the same amount as a child who increases from 85 to 95. Percentile ranks cannot, therefore, be used for averaging student achievement gains since each point of gain does not represent the same amount of learning.

Another measure, which is derived from percentile rankings, the Normal Curve Equivalent (NCE), is an equal-interval scale. Therefore, any identical increase represents the same amount of increase, whether the increase came between 45 and 55 NCEs or between 85 and 95 NCEs.

Figure D.1 is a graphic depiction of the relationship between NCEs and percentile ranks.

Figure D.1

Relationship of NCEs and Percentiles



APPENDIX E

METHODOLOGY

State Performance Reports for the ESEA Chapter 1 LEA program and the Chapter 1 State Agency Neglected or Delinquent program funded in school year 1991-92 were submitted to the U.S. Department of Education (ED) in the winter and early spring of 1993. These reports consisted of participation data and achievement data.

Westat, Inc. was contracted by the Office of the Under Secretary to review, correct, and summarize the State Performance Reports. Once Westat received the State Performance Reports from ED, the participation data were entered into a Lotus 1-2-3 file.

The achievement data were entered into a single master Lotus 1-2-3 file. Five individual files were then created from the master file for the annual testing cycle for students tested in basic and advanced skills in reading, mathematics, and other language arts (basic skills only). The annual cycle consisted of both fall-fall and spring-spring testing and, when necessary, the two were combined into one overall annual achievement figure.

After all the data were entered, data checks were conducted. The purpose of the data checks was to flag potential problems, not to claim that the information was necessarily in error. In the case of the participation data, internal consistency checks were performed that consisted of verifying that the totals for gender, year of birth, grade, and racial/ethnic group equalled the sum of their parts. In addition, comparisons were made between the 1990-91 data and the 1991-92 data. Particular emphasis was placed on changes from 1990-91 to 1991-92 that appeared to be very high, taking into account both the absolute numbers and the percentage involved. No specific percentage was targeted, but any shifts that might indicate new programmatic trends were noted. These changes were highlighted on State-by-State listings of the reported data.

The highlighted State-by-State listings were then sent by Westat to the State Chapter 1 coordinators with a letter explaining the edit check process. One week after the State-by-State listings were sent, Westat began contacting the Chapter 1 coordinators by telephone to verify that highlighted items were correct or to receive explanations for reported year-to-year changes.

In several instances, States provided revisions to their 1990-91 and/or their 1991-92 data.[1] In most cases, the information was correct, and explanations were provided for the highlighted items.

At the conclusion of this process, Westat entered the revisions into the Chapter 1 data bases and produced three documents for ED. These documents were a Preliminary Tabulations Report, a State Feedback Report for each State educational agency, and this summary report entitled *Chapter 1 Participation and Achievement Information for 1991-92 -- Summary Report.*

[1]To the extent that States revised their figures for 1990-91, the numbers found in this report will not correspond to those found in previous documents displaying State Performance Report information.